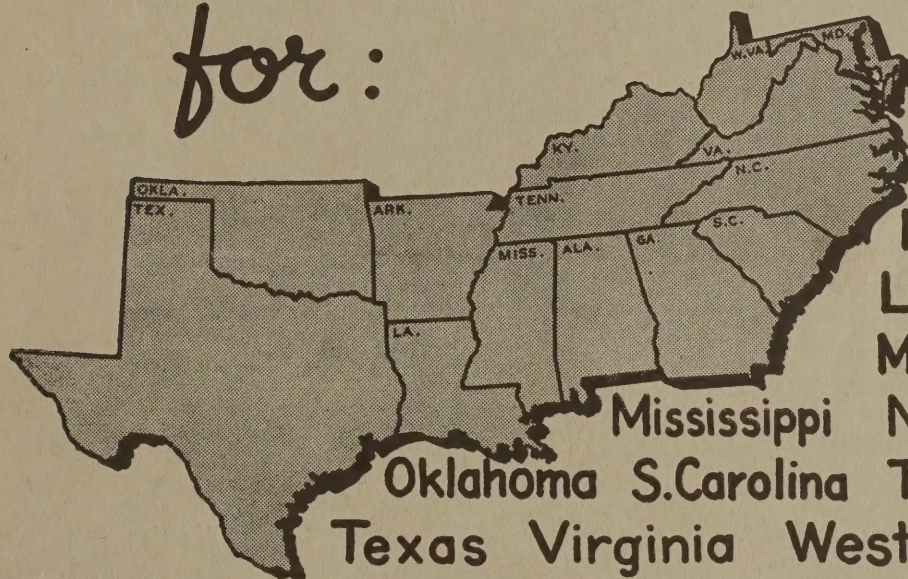


Report of  
Regional Negro Workshop  
on

**EXTENSION  
SUPERVISION**

for:



Alabama  
Arkansas  
Georgia  
Kentucky  
Louisiana  
Maryland  
Mississippi  
N. Carolina  
Oklahoma  
S. Carolina  
Tennessee  
Texas  
Virginia  
West Virginia

Southern University, Scotlandville, La.  
November 4-16, 1946

U. S. D. A. EXTENSION SERVICE





## FOREWORD

The Cooperative Extension Service is a national system of adult and youth education. In a short space of 30 years, cooperative extension work has grown from a small beginning to a point where 11,000 professional people in the United States are now engaged in such teaching. Those engaged in this work are recognized as having a practical knowledge of subject matter and the ability to develop long-time agricultural programs and annual plans of work based on the actual situations and needs of rural people.

Extension needs to constantly appraise what it is doing in terms of changes and adjustments taking place. Basic long-time problems, as public policies, prices, maintaining the peace, etc., all of which have a continuing aspect and which are of long-time import, should be geared in with the Extension program.

This workshop on Extension supervision was an effort to provide opportunity for State agents and district supervisors to study their job, involving program development, leadership, personnel, training, and evaluation to find what adjustments might well be made to better fit the work to the needs of the people.

The publishing of this report was made possible through the cooperation of Director H. C. Sanders, Louisiana Extension Service and Chairman of the Southern Region Extension Directors.

H. W. HOCHBAUM, *Chief*  
*Division of Field Coordination*



REPORT OF REGIONAL NEGRO WORKSHOP ON EXTENSION SUPERVISION

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## INTRODUCTION

This workshop on supervision was held at the request of the directors of Extension in the 13 Southern States. The purpose of the workshop was to mobilize personnel and material resources which bear on the problems of Extension supervision, to provide a means for exchange of ideas and experiences among Extension supervisors in the region, and to afford an opportunity for intensive study of specific plans and techniques for carrying on the work of an Extension supervisor. Emphasis was placed on "what is the job of the supervisor" and "how to do the job."

To make the workshop specific and productive of results, a committee of Federal Extension workers was formed who secured from State leaders the kind of problems they desired to study. On the basis of problems submitted by supervisors, the committee selected 6 problems for workshop assignments:

- (1) The supervisor's function in program development and annual plans of work, with special reference to (a) health, foods, and nutrition; (b) rural housing.
- (2) The functions of supervisors in obtaining, developing, and utilizing leaders in the Extension program.
- (3) Selection and placement of personnel and guidance in meeting changed conditions.
- (4) Training — pre-college, pre-service, induction, on-the-job, in-service, and graduate study.
- (5) The function of the supervisor in carrying out the program.
- (6) Evaluation — (a) The evaluation of the supervisor and his job. (b) The evaluation of the Extension agent's work in the county.

Delegates to the workshop were asked to bring with them such materials as would have a direct bearing on the workshop problems. The key speakers on the morning sessions of the workshop program were advised in advance regarding their function in terms of the problems. A special library was assembled containing books, pamphlets, and bulletins relating to the problems of the workshop. In addition, a small folder of helpful reference material was provided each member in attendance.

A steering committee, composed of staff members, chairmen and secretaries, met as often as seemed desirable to consider progress, special problems, and interests of the workshop.

This report is a record of what was accomplished at the workshop and will be available as a reference and guide for future use of Extension workers interested in supervision. While the report is not a finished product, it does represent the best efforts of the group working diligently over a period of two weeks.



All members of the workshop staff appreciated the opportunity to work with such a fine group of supervisors. These supervisors came to the workshop with the objective that Extension workers deal with folks and are not producers of anything material but are in the business of education. They worked long hours in developing recommendations that will be of value in future years.

Committee on Arrangements and Program:

H. C. Sanders, Director, Louisiana  
H. W. Hochbaum, U. S. D. A.  
T. M. Campbell, U. S. D. A.  
J. W. Mitchell, U. S. D. A.  
Gladys Gallup, U. S. D. A.  
Charles A. Sheffield, U. S. D. A.  
Mena Hogan, U. S. D. A.



# PERSONNEL OF THE WORKSHOP

## Participants

### ALABAMA

Dr. J. R. Otis, State Leader,	Tuskegee Institute
Miss M. F. Myhand, District Agent,	" "
Mr. W. B. Hill, District Agent,	" "
Miss R. L. Rivers, District Agent,	" "
Mr. C. C. Lanier, District Agent,	" "
Mr. T. R. Agnew, State 4-H Club Agent for Boys,	" "
Miss M. B. Hollinger, State 4-H Club Agent for Girls,	" "

### ARKANSAS

Mr. H. C. Ray, District Agent,	610½ W. 9th Street, Little Rock
Mrs. Fannie Mae Boone, District Agent,	" " " "
Mr. T. R. Betton, District Agent,	" " " "
Mrs. Ella P. Neely, District Agent,	" " " "
Mr. L. L. Phillips, State 4-H Club Agent,	" " " "

### GEORGIA

Mr. P. H. Stone, State Agent, Georgia State College, Industrial College
Miss Camilla Weems, State Agent, " " " "
Mr. Alexander Hulse, State 4-H Club Agent, " " " "
Mr. Augustus Hill, Asst. State 4-H Club Agent, " " " "

### KENTUCKY

Mr. Louis L. Duncan, Jr., District Agent, 408½ Main Street, Hopkinsville

### LOUISIANA

Mr. T. J. Jordan, Asst. State Agent, Southern Branch Post Office; Baton Rouge
Mrs. R. F. Henton, " " " " " " " "
Mrs. A. J. Lewis, Cooperative Home Demonstration Agent, Box 2110, " "

### MARYLAND

Mr. Martin G. Bailey, District Agent, Box 5302, Seat Pleasant 19

### MISSISSIPPI

Mr. M. M. Hubert, District Agent,	843½ Rose Street, Jackson
Mr. G. C. Cypress, Boys' Club Agent,	" " " "
Mrs. Daisy M. Lewis, District Agent,	Jackson College, Jackson
Mrs. Virlie Moody Lindsay, Girls' 4-H Club Agent,	" " " "
Mrs. Beatrice Childress, Asst. Girls' 4-H Club Agent,	" " " "
Mrs. Alice Carter Oliver, District Agent,	Clarksdale,



NORTH CAROLINA

Mr. R. E. Jones, State Agent, Box 68, A & T College, Greensboro  
Mrs. Dazelle F. Lowe, District Agent, " " "  
Mr. J. A. Spaulding, District Agent, " " "  
Mrs. W. T. Merritt, District Agent, " " "

OKLAHOMA

Mr. Paul O. Brooks, District Agent, Langston University, Langston  
Mrs. H. M. Hewlett, District Agent, " " "

SOUTH CAROLINA

Mr. E. N. Williams, District Agent, State College, Orangeburg  
Mrs. Marian B. Paul, State Supervisor, " " "  
Mr. Wayman Johnson, Asst. District Agent " "

TENNESSEE

Mr. W. H. Williamson, Assistant State Agent, Box 543, Nashville  
Miss Bessie L. Walton, Assistant State Agent, Box 1171, " 2

TEXAS

Mr. W. C. David, State Leader, Prairie View University, Prairie View  
Miss M. E. Garrett, District Agent, " " " " "  
Mr. J. E. Mayo, Acting District Agent, " " " " "  
Mrs. Pauline R. Brown, Supervisor & District Agent, " " "  
Mr. H. S. Estelle, District Agent, Prairie View University, " "  
Mr. W. H. Phillips, District Agent, " " " " "  
Mrs. J. O. A. Conner, District Agent, Box 516, Prairie View University,

VIRGINIA

Mr. Ross W. Newsome, State Agent, Virginia State College, Petersburg  
Miss B. D. Harrison, District Agent, " " " " "  
Mr. S. E. Marshall, District Agent, " " " " "  
Mrs. T. T. Hewlett, Assistant District Agent, Ashland

WEST VIRGINIA

Mr. L. A. Toney, State Leader, West Virginia State College, Institute  
Mrs. Tanner J. Livisay, District Agent, Princeton

-----  
Mr. T. M. Campbell, Field Agent, Tuskegee Institute, Alabama  
Mr. John W. Mitchell, Field Agent, Hampton Institute, Hampton; Virginia  
Mrs. D. D. Allen, Secretary, Tuskegee Institute, Alabama



Workshop Staff

Mr. Cal Svinth, County Agent Leader, State College, Pullman, Washington  
Miss Ellen LeNoir, State Home Demonstration Agent, Baton Rouge, Louisiana  
Dr. Paul J. Kruse, Professor of Rural Education, Cornell University, Ithaca  
Mr. C. W. Davis, District Agent, Baton Rouge, Louisiana  
Mr. John W. Mitchell, Field Agent, Hampton Institute, Hampton, Virginia  
Mr. Charles A. Sheffield, Field Agent, Southern States, Washington, D. C.  
Mr. Thomas M. Campbell, Field Agent, Tuskegee Institute, Alabama  
Dr. Roscoe C. Brown, U. S. Public Health Service, Washington, D. C.  
Mr. S. P. Lyle, In Charge, Agricultural Section, Division of Subject-Matter, Extension Service, Washington, D. C.

Steering Committee

Chairman: Thomas M. Campbell, Field Agent, Tuskegee Institute, Alabama  
Mr. C. W. Davis, District Agent, Baton Rouge, Louisiana  
Miss Ellen LeNoir, State Home Demonstration Agent, Baton Rouge, Louisiana  
Dr. Paul J. Kruse, Professor of Rural Education, Cornell University, Ithaca  
Mr. Cal Svinth, County Agent Leader, State College, Pullman, Washington  
Mr. Charles A. Sheffield, Field Agent, Southern States, Washington, D. C.  
Mr. John W. Mitchell, Field Agent, Hampton Institute, Hampton, Virginia

Special Interest Group Speakers

Dr. F. C. Clark, President, Southern University, Baton Rouge, Louisiana  
Mr. Charles W. Bennett, Stoneville, Mississippi  
Mr. H. H. Williamson, Assistant Director, Extension Service, Washington, D. C.  
Mr. P. O. Davis, Director, Alabama Extension Service, Auburn, Alabama  
Dr. Ambrose Caliver, U. S. Office of Education, Washington, D. C.

Visiting Officials

Mr. H. C. Sanders, Director, Louisiana Extension Service, Baton Rouge  
Mr. J. G. Richard, Assistant Director, Louisiana Extension Service, Baton Rouge

Other Visitors

Dr. Harold L. Trigg, Associate Director, Southern Regional Council, Atlanta, Ga.  
Dr. R. M. Davis, Pastor, Wesley Methodist Church, 605 France St., Baton Rouge  
Mr. Jas. P. Davis, Administrative Officer, PMA, 802 W. 9th St. Little Rock, Ark.  
Mr. Cornelius King, Information & Education Division, FCA, Washington 25



PART I - PROGRAM (Daily Schedule)

9:00 - 11:00 a. m. daily - general session

Staff members will lecture on phases of extension supervision during the first part of the period, which will be followed by information discussion.

1:30 - 4:00 p. m. daily - meeting of workshops

Participants will divide themselves during the first day into seven groups. Each worker will join the group working on the specific problems in which he is most interested in getting help.

4:00 - 5:30 p. m. daily - free time

Opportunity for individual conferences with leaders of workshop and informal meeting of small groups of workshop members initiated by individual participants for the specific purpose of discussing individual problems and those of interest to special groups.

7:15 - 9:00 p. m. - special interest group meetings

This period is set aside to provide opportunity for informal meetings of workshop members who desire further discussion on subjects taken up in the morning program, as well as for discussing work being done by individual participants that would be of interest to other members of the group.

November 5, - 7:15 P. M. - Coordinating the Work of Land-Grant Colleges, Vocational Education, and Extension Work.

- Dr. F. C. Clark, President  
Southern University

November 7, - 7:15 P. M. - The Effect of Postwar Farm Mechanization on the Extension Program.  
Charles W. Bennett, Stoneville, Miss.

November 8, - 7:15 P. M. - Adult Education Problems in the Rural South.  
Dr. Ambrose Caliver, U. S. Office  
of Education, Washington, D. C.

SUGGESTED TOPICS FOR 9:00 A. M. to 11:00 A. M..DAILY DISCUSSIONS (Except last two days)

November 4 - 9:00 a. m. - Organization, Purpose, and Plan of Workshop.  
Charles A. Sheffield

10:00 a. m. The Workshop Technique and Its Place in the  
Field of Specialized Training



11:00 a. m. Formation of Workshop Groups

12:00 Noon      Lunch

1:30 p. m.    What is Supervision: The Extension Supervisor  
                    at Work; The Importance of Human Relationships.  
                    - Dr. Paul J. Kruse

November 5 - The Supervisor's Work as a Teacher - Dr. Paul J. Kruse

November 6 - Some Broad Principles of Learning - Dr. Paul J. Kruse

November 7 - Responsibilities and Problems of Supervisors. -  
Miss Ellen LeNoir

November 8 - Techniques by Which Extension Supervisors May Evaluate  
Their Work - C. W. Davis

November 9 - The Function of Extension Supervisors in Program Execution  
- John W. Mitchell

November 11 - Pre-Service, Induction, and In-Service Training, and Professional Improvement - Cal Svinth.

November 12 - The Function of Extension Supervisors in Program Development and Annual Plans of Work - Cal Svinth

November 13 - How Can the Extension Service Cooperate With Local Health Agencies in Furthering Health Programs in the Field of Foods and Nutrition, Sanitation, Medical Care, Health Facilities and Social Diseases -  
- Dr. Roscoe C. Brown, U. S. Public Health Service

November 14 - What is the Responsibility of Supervisors in the Field of Rural Housing? - S. P. Lyle  
T. M. Campbell

1:30 p. m. - Workshop Reports

November 15 - Completion of Workshop Reports

November 16 - Evaluation of the Workshop - Cal Svinth

Steps to follow in Organizing and Conducting Workshops  
- Charles A. Sheffield

How Workshop Training Will be Put to Use in State's  
- Ellen LeNoir



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## PART II

### A. - OUTLINES OF LECTURES PRESENTED AT GENERAL SESSIONS

- - -

#### THE WORKSHOP TECHNIQUE AND ITS PLACE IN THE FIELD OF SPECIALIZED TRAINING.

By Charles A. Sheffield

The term workshop had its origin in connection with an 8-year study of secondary schools beginning in 1930. Thirty-two school people, one-half college and one-half high school, met at Ohio State University in 1936 for the first workshop. This workshop was followed by similar ones at St. Lawrence College, New York City, and at Mills College, Oakland, California.

#### WHAT WAS DONE?

1. These workshops dealt with actual problems confronting the participants.
2. If well done it gave them the major principles and goals behind it. It also increased their general knowledge and developed workable concepts. It is a kind of training that relates the problem to general principles.
3. Workshop was distinguished from other kinds of training — ex., university course. (We do not have to give the ground work.)

#### REGIONAL WORKSHOP:

This workshop is organized around the logic of supervision -- it is organized around problems. The time is short and does not allow for working out ideas in too much detail. It doesn't give time for working intensely on new views or helpful supplementary materials.

In workshops we have a variety of staff members to cover the field. The length of workshops are from one to nine weeks. A short workshop lessens the field or scope of problems.

The first part of a workshop usually results in confusion. Later your thinking will result in seeing possible attacks. Later on you will see all can't be done and you will do only certain aspects. Your groups will get over ideas formulated and recorded resulting in a report.

#### WHAT KIND OF PROBLEMS HAVE WE ENCOUNTERED IN ORGANIZING AND HOLDING WORKSHOPS?

1. Selecting participants. The success will depend upon individuals, effort made, etc. All of you have day to day problems in the six problem areas listed and all of you have the basic knowledge, experience, and background to work out the solutions to these six problems.



2. Your committee in trying to set up the six problems attempted to define them in real terms, and chose problems capable of attack, and of course the major problems you are confronted with as supervisors. We purposely avoided selecting narrow problems. If we gave the solutions, the workshop would be of little value.
3. We had in mind too, the matter of providing adequate and helpful resources. (Library, lecturers, consultants.) What you will come out with are participant ideas. The idea of providing these resources is to help participants to learn how to attack the problems rather than give the answers.
4. It is difficult to get all the resources brought to bear on the problem. (1) Problem of schedule -- (program 2 parts); (2) Work rooms; (3) Organization of time and workshop; (4) Library; (5) Lecturers; (6) Steering Committee; (7) The problem of freeing the individual.

#### SUMMARY

Select participants with care. Joint consideration of Federal Extension people and State people in determining the problems you will work on is important. You are working on definite problems and are to come out with suggested solutions. Don't get confused and come out with a set of visualized needs, as more personnel, higher salaries, better equipped offices, more secretarial help, etc. These needs are already known and are the resultant product of having and executing in a highly efficient manner moving vital programs with personnel and facilities now available.

## WHAT IS SUPERVISION?

Dr. Paul J. Kruse  
Professor Rural Education  
Cornell University

### I. Compare

Farmer doing all his own work with farmer with even one helper.

Housewife similarly

Shop-keeper

### II. Supervision enters whenever the job requires more than one worker.

### III. Supervision defined:

1. Super = over; vision (from Latin) = seeing; Supervision = Over-seeing.
2. "The act of selecting, developing, coordinating and directing assistants."

### IV. A Supervisor:

Anyone who oversees the work of another.

"Any individual who has subordinates reporting to him."

### V. Importance of Supervision

"Executives are realizing today that they cannot accomplish in their organizations any more than their supervisors are capable of securing from the workers."

"It has been proven fairly satisfactorily that the greatest single influence upon the worker is his or her immediate supervisor."  
(Lawrence A. Appley)

### VI. Requirements of a Supervisor

1. A superior, proven workman in the field in which he serves.  
N.B. Not necessarily skilled in all specialized activities.  
e.g. A school principal should be a superior, proven teacher, but not necessarily a skilled teacher of beginning reading.
2. Should know not only what and how but why. eg. Auto mechanics and automotive engineer.



3. Should know "what it's all about".

The desired outcomes of the activities he supervises.  
Whether and to what extent these outcomes are being achieved.

4. Must know folks, since

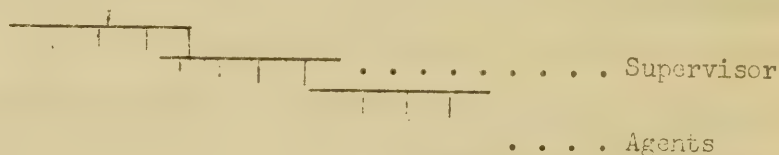
His objectives are in terms of human behavior.  
His procedures similarly  
His outcomes similarly.

# THE EXTENSION SUPERVISOR AT WORK

## I. Relationships

To those whom he supervises; who report to him  
To the one who supervises him; to whom he reports  
To his fellow workers; other supervisors  
To the folks being served:  
Sometimes directly  
most often through those whom he supervises.  
To himself

II. Extension supervisor represents the level next to the worker in a "line" organization:



### III. Extension Supervisor has

1. Administrative (executive) functions

- organizing
- coordinating
- directing

- ## 2. Supervisory functions

- teaching
- appraising

N.B. All persons in a "line" organization, except the worker, have both administrative and supervisory functions. The administrator's functions are chiefly administrative; less supervisory. The supervisor's functions are chiefly supervisory; less administrative.

## The Teacher's Job.

### Brief Outline:

#### I. Education:

1. The production of changes in human behavior.
2. As in all other forms of production this includes
  - raw materials
  - tools
  - a product
3. In education
  - the raw materials are human behavior
  - the tools are whatever is used to stimulate and direct human behavior
  - the product is the resulting change in behavior
4. In education changes in behavior may be usefully classified as
  - changes in things known: knowledge
  - changes in things done: skills
  - changes in things felt: attitudes

#### II. Teaching:

1. Planned procedure to promote education.
2. Setting situations so as to get behavior that will result in the desired changes.
3. This implies
  - understanding of human behavior
  - skill with appropriate tools
  - clarity as to the product desired in terms of changed behavior

#### III. Learning:

1. Behavior through which changes in behavior are achieved.
2. The process whereby an individual through his own activity becomes changed as to his behavior.

### Problems

1. Give examples of changes, in your behavior, of the three kinds listed, which have come about apart from teaching as defined above.



2. Give similarly examples of changes which have come about as a result of teaching as defined.
3. Rank the three kinds of changes in respect to emphasis in each of the following:
  - a) In your college study of some particular subject.
  - b) In your professional training as a whole.
  - c) In your work as a teacher in some specific setting.

In the light of experience would you now defend any other emphasis?

4. Set up the objectives of an extension project in terms of changes of the three kinds listed.
5. For the project above indicate specific tools which you will use.
6. In the light of the definition of education comment on such a statement as the following:

"It's remarkable what success \_\_\_\_\_ has achieved with so little education."
7. Defend the term "desired" as against "desirable" in our definition of teaching.
8. Defend or attack the proposition: As defined, teaching may be properly evaluated apart from the acceptability of the product in the way of changed behavior.
9. Comment on the statement: There can be learning without teaching; there can be no teaching without learning.
10. What words in the second definition of learning are, by strict interpretation, superfluous?

#### Readings

1. Thorndike, E. L. Education. 1912. Macmillan. Chs. I-III, 51 pages.  
The chief source of the point of view in the outline.
2. Chapman, J. C. and Counts, George S. Principles of Education. 1924. Houghton Mifflin.  
Part I, What is the Place of Education in Individual and Social Life.
3. Forty-first Yearbook, National Society for the Study of Education.

Part II, The Psychology of Learning. Public School Publishing Company, Bloomington, Ill., 1942.  
Especially Chs. I, III, IV, XIII.

4. Barzun, Jacques. Teacher in America. 1945. Little, Brown and Company  
Chs. 1-3. Brilliant writing with much insight.





## RESPONSIBILITIES AND PROBLEMS OF SUPERVISION

Miss Ellen LeNoir  
State Home Demonstration Agent  
Louisiana

(Note: Miss LeNoir used notes of Miss  
Mena Hogan, Field Agent, Southern States)

### Hallmarks of a Good Supervisor

One who --

- Thinks ahead of those he leads.
- Thinks objectively - plans wisely, organizes
- Tries to be an example.- mentally, morally, physically.
- Looks beyond immediate present.
- Will admit to being wrong gracefully.
- Possesses good humor and infinite patience.
- Is chary with praise - yet generous when well deserved.
- Puts first things first - self last.
- Has the courage of his convictions.
- Gets along with others.
- Commands respect.

### Maintaining Good Relationships

- Avoid feeling of competition.
- Plan jointly work that involves both persons.
- Always think of the job to be done.
- Remember. No one job is more important than another.
- Look for good points in others.
- Help the other fellow to "keep face".
- Play no favorites.

### Training New Workers

- Avoid assistants' being made flunkies.
- Foster desire in agents to train assistants.
- Develop definite training program.
- Recognize and reward good training work.
- Avoid placing assistants for reason load is large.

### Maintaining Personnel

- Look beyond immediate needs.
- Help parents and teachers to know extension.
- Give prestige to the job.
- Provide salary commensurate with responsibilities.
- Provide chance for advancement - security
- Help agent find satisfactions on and off the job.



### Keeping Fit

Supervisor's job is to inspire - to stimulate others to action.

To do so, they themselves must be -

- Alive, alert, interested in others.
- Of good appearance.
- In good physical health.
- Of good habits.
- Happy.

YOU ARE AN EXAMPLE!

### Recognition

- See that everyone has a chance to be recognized.
- Give the recognition meaning most to the individual.
- Avoid undue build-up.
- Be chary with praise, yet generous when well-deserved.
- Avoid comparison of individuals and their work.

### Management of Time

- Divide equitably between -
  - Office and field.
  - Youth and Adult.

- Improve time spent in county visits by -
  - More thorough planning before going.
  - Definite carry-through on visit.
  - Planned follow up.

- Plan time for -
  - Publicizing results of extension.
  - Keeping up important relationships in counties.
  - Helping agents with public relations.

## TECHNIQUES BY WHICH EXTENSION SUPERVISORS MAY EVALUATE THEIR WORK

C. W. Davis, District Agent  
Louisiana Agricultural Extension Service

### I. DEFINITION OF EVALUATION

Measurement for the purpose of appraisal

A great difficulty in Extension Evaluation is that we are measuring intangibles.

Extension work is an educational activity

Education represents changes in human behavior

A change is a difference between two conditions. Each of these conditions may be measured by the products produced by it.

### II. OBJECT OF EVALUATION

To find out how far the purposes of supervision are being attained.  
Evaluation makes a science of supervision.

### III. WHAT ARE THE PURPOSES OF SUPERVISION?

They are: 1. The broad objectives of the Extension Program,

- a. changing people
- b. changing practices

The scope of Extension work as outlined in the Smith-Lever Act is "..... diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same ....."

The objectives of Extension as defined by Dr. C. B. Smith and M. C. Wilson are:

- (1) To increase the net income of the farmer through more efficient production and marketing and the better use of capital and credit.
- (2) To promote better homes and a higher standard of living on the farm.
- (3) To develop rural leaders
- (4) To promote the mental, social, cultural, recreational and community life of farm people.
- (5) To implant a love of rural life in farm boys and girls.



- (6) To acquaint the public with the place of agriculture in the national life.
- (7) To enlarge the vision of rural people and the nation on rural matters.
- (8) To improve the educational and spiritual life of rural people.

Extension objectives as defined by the Regional Supervisors' Workshop at Shocco Springs, Alabama, in June 1946, are:

a. Material Objectives

- (1) Increased income
  - (a) through increased production
  - (b) through increased efficiency
- (2) Preserving the land resources
- (3) Better housing and living conditions

b. Human Objectives

- (1) Physical health
- (2) Increased range and depth of interest
- (3) Increased ability to solve problems
- (4) Better social attitudes

2. The more limited functions of supervision as outlined by Dr. Ralph W. Tyler, University of Chicago:

a. Functions of supervision

- (1) Improving personnel
  - (a) selection of new personnel
  - (b) assignment of personnel according to capabilities.
  - (c) in-service training
- (2) Coordination
  - (a) sharing a common purpose
    1. in the Extension organization
    2. with other groups in society
  - (b) understanding how to attain common purposes
- (3) Aiding person supervised in better understanding himself and his competences in best carrying out the program.

#### IV. USES OF EVALUATION

1. To determine at what point improvement is needed (in the)

- a. program
- b. plan of work
- c. methods
  - (1) selection
  - (2) skill in use
- d. Coordination
- e. Measuring results

2. Public Relations Value

Establishes a constructive and cooperative relationship with the community through an understanding of the scope and effectiveness of the Extension Program.

3. Provides psychological security for agent (where the supervisor fails to correctly evaluate all of an agent's work he is prone to retreat to less important activities which make a visible show of results)

#### V. LEVELS OF EVALUATION

- 1. Ultimate level - degree of success in attaining the objectives of supervision.
- 2. Intermediate - the degree to which opportunities for obtaining objectives have been provided by the supervisor.

Evaluation may be made:

- (1) At supervisory level
- (2) At agent's level
  - (a) is agent providing opportunities for change?
  - (b) to what extent are the material and human objectives being attained?

#### VI. CRITERIA OF A GOOD EVALUATION PROGRAM

- 1. A clear definition of objectives in terms of goals which can be measured.
- 2. Valid techniques for getting evidence of results for evaluation.
  - a. sampling of results
  - b. indirect measurement (air temperature is measured by expansion of mercury in a thermometer)
    - (1) local appropriations for Extension
    - (2) favorable editorials
    - (3) number attending Extension meetings
    - (4) office callers seeking Extension assistance



- (5) volume of radio "fan mail"
  - (6) enrollment in organizations for furthering the Extension Program
  - (7) comments on Extension Program by non-farm leaders in the county
- 3. Objectivity - a clear definition of all terms used in the measurement.
    - a. detached
    - b. impersonal
    - c. unprejudiced
  - 4. Reliability
    - a. is the sample representative?
  - 5. Program must show evidence of change and not just status
    - a. two appraisals needed
  - 6. Must be practical

#### VII. STEPS IN EVALUATION

- 1. Define the objectives
- 2. Secure evidence of attainment
- 3. Analysis of evidence to determine degree of accomplishment
  - a. use of rating sheets in analysis
    - (1) rate according to the job done
    - (2) ignore personal qualities unless they affect performance
    - (3) comparison of results accomplished with a standard of attainment

## FUNCTIONS OF SUPERVISORS IN PROGRAM EXECUTION

J. W. Mitchell, Field Agent

The points on the Functions of Supervisors in Program Execution, prepared by Mr. Charles A. Sheffield, that I presented and commented upon this morning, covers the important outline needed at this time. Too, Workshop Group V is working hard to submit to you a very thoughtful report that will be worthy of your consideration.

If I should attempt at this time to supplement any thoughts on the Functions of Supervisors in Program Execution, the emphasis would be almost entirely on HOW, under workshop procedure.

It is suggested that the following points be considered in dealing with this subject:

1. Define the problem
2. Identify important problems
3. Assemble facts
4. Set-up objectives
5. Develop an outline
6. Prepare the report

Of the six points named, there are two I desire to change the phraseology.

- (1) Instead of "Define the problem" I would say emphasize the opportunity.
- (2) Instead of "Identify important problems" I would say mention specific opportunities.

I further desire to take the liberty to reword the subject to read, "How the Supervisors may see the Extension Program Through, with almost the whole emphasis on HOW."

Rudyard Kipling's six questions: "I keep six honest serving men, they taught me all I know, their names are what and why, and when and how and where and who."

In the workshop topics and lectures, WHAT and WHY have come in for much discussion. WHEN, WHERE and WHO have been more or less taken for granted. At this point in our discussions it might add value to the effectiveness of this Conference if we retrace our notes of previous lectures and wherever we find the word WHAT, we as supervisors infer HOW, because to execute the program it not only requires knowing what to do, but how the program can be made effective to get desired results. To me HOW either implies action or I must ask permission to add, how to get action, or otherwise we have a complete organization for motivation that is inactive. No movement, no action - at a dead standstill. If I am correct in my thinking, then the supervisor's job in the final analysis is, lets get going in the right direction to where we have started. This may not be elegant language, but it expresses what I am attempting to say.



### Hallmarks of a Good Supervisor

Miss Mena Hogan, through Miss Ellen LeNoir said, "One who thinks ahead of those he leads." The supervisor's function then is to think - how to think and does think.

Dr. Kruse says:

- "1. Changes in knowledge or things known.
2. Changes in skills or things done.
3. Changes in attitudes or things felt."

According to my version, the supervisor's function is to see the Extension Program through.

1. How to change knowledge or things known.
2. How to change skills or things done.
3. How to change attitudes or things felt - to get desired results. Action is required, not simply knowing.

### Personal Factors

There are three leading thoughts in the majority of the literature suggested in the reference list for this Workshop: Subject matter, Personal factors and Human relations.

In Daniel Starch's book, "How to Develop Your Executive Ability", four cardinal qualities are mentioned:

1. Ability to think.
2. Inner drive.
3. Capacity to assume responsibility
4. Ability to handle people.

### Human Relations

The same author further states basic techniques in dealing with people:

1. Respect and deal with each person as a person
2. Show confidence and expect much
3. The one way to get a man to do what you want - recognition
4. Express whatever one deeply deserves - appreciation
5. Save a man's face if he has made a mistake.

It appears to me, as supervisors, our responsibility goes beyond the recognition of workers possessing subject matter information. While this is certainly important, we know from observation and sometimes painful experiences that the acquiring of a B. S. degree does not in itself qualify a person to become an Extension agent. The possession or acquiring of the personal factors and human relation qualifications come in for consideration without which there exists a deficiency of important degrees. In putting into opera-

tion an effective Extension Program to reach the people, the following books are recommended:

How to Develop your Executive Ability -

Daniel Starch, Harper & Brothers, N. Y.

Leaders and Leadership -

E. S. Bogardus, Appleton-Century Company, New York

Human Nature and Management -

Ordway Tead, McGraw-Hill Book Company, New York

Human Nature and Conduct -

John Dewey, Carlton House, New York





PRE-SERVICE, INDUCTION,  
AND IN-SERVICE TRAINING, AND PROFESSIONAL IMPROVEMENT

C. A. Svinth  
State Extension Agent - Washington State

I. General Considerations

- A. Training should be concerned with needs of supervisors, specialists and county workers.
  - B. Training should be a continuous process - a need exists with older workers as well as new.
  - C. Training should be coordinated with selection and evaluation of personnel.
  - D. Someone should be responsible for training.
1. Responsibility for training begins with director
  2. Responsibility may be assigned to individual with advisory committee.
  3. Suggested functional chart:

Director

Advisory  
Committee

Person assigned  
responsibility for training

Coordinated with  
selection and  
evaluation program

County workers

Supervisors

Specialists

4. Suggested advisory committee functions:

- a. Define objectives of training.
- b. Determine major training needs of supervisors, specialists and county workers.
- c. Develop plans of procedure.

5. Suggested functions of individual responsible for training..

- a. Carry out training plan of procedure.
- b. Keep file record of training and experience of personnel.
- c. Assist in selection and evaluation.

II. Pre-Service Training of County Extension Workers.

- A. County workers and others advise director of promising individuals entering college.
- B. Trainer serve as counsellor to college students interested in exten-

sion - give guidance in courses of study other than technical courses in agriculture and home economics such as:

1. English - to better convey ideas in writing and speaking.
  2. Psychology - to understand factors that influence the change in behavior.
  3. Sociology - to give help in diagnosing existing social organization and its inherent forces which represent ideals, self-imposed regulations, taboos, attitudes, and habits of a community in order that the most effective extension program might be developed and promoted - or - to understand how the "food for thought and action" is assimilated and circulated in the blood stream of a community or group.
  4. Economics - to give help in diagnosing how the wealth of the people with whom we work is produced, distributed, and consumed under present and changing conditions in order that our greatest emphasis might be placed on meeting most important needs.
  5. Political Science - to understand the principles, conduct, and relationship of the divisions of government with which we work.
- C. Orientation course - second semester juniors - covering extension as a life work, philosophy, history and objectives of extension work, plan of organization principles in developing extension programs and methods of procedure.
- D. Summer experiences as assistant agents at large working on specific jobs under supervision of experienced county worker for the purpose of getting acquainted with extension and observing procedures.
- E. Advanced orientation course for seniors - studying procedures for collecting background information, making a community analysis, developing a program, preparing projects and plans of work, and measuring results in relation to a specific community or county situation. Study principles in office procedure and relationship and become acquainted with State office organization and personnel.
- F. Suggested reading list and extension workers handbook.
- G. Cornell plans for undergraduate and graduate study.

### III. Induction Training

- A. Orientation period at State office if pre-service orientation courses not provided or followed.
- B. Apprentice period of two to three months in a training county.
  1. Selection of training county:
    - a. Where there is a complete extension staff and where all have shown outstanding teaching ability over a period of years and thoroughly understand extension work.

- b. Where all agents have a constructive attitude toward beginners, toward farm people and toward the Extension Service - where there is a spirit of "Can Do".
- c. Where there is a clear concept of the place and use of local leaders in extension teaching - adult and youth.
- d. Where relationships within the county office and with the State office are harmonious.
- e. Where there is a county situation suitable for the training of agents.
- f. Where the rural leadership and the county appropriating body are sympathetic toward the training program.

2. The trainer agents.

- a. They must understand the purpose and objectives of the training and must have a specific and workable plan for doing the training.
- b. They must be given adequate training for their job.
- c. The importance of their job should be recognized by higher salary and perhaps other less tangible means.
- d. There should be provided adequate assistance in the county so that the program may continue to be of high caliber and the trainer agents may have sufficient time for their training work.

3. Assistance from supervisor

- a. Train the trainer agents and provide necessary study and reference material for use of trainee.
- b. Review with trainee the situation in training county
- c. Review about the middle of the training period the progress made by the trainee.
- d. Evaluate at the end of the training period the results of the training:
  - Rating of trainee by trainer agents
  - Replies of trainee to questions
  - Reaction of county leaders to trainee
  - Reaction of trainee

C. In the county to which appointed, supervisor should assist new agent in becoming acquainted with:

- 1. The county extension unit
- 2. The county officials
- 3. The county and its leadership
- 4. The county rural program



5. The county extension plans of work and the new agents responsibilities in relation to the other workers.

D. Return period at college - within 6 months after his employment the trainee should attend a 3 to 5 day school held at State headquarters for all agents with a similar period of service. Purpose - to review and assist agent to "tie together" his thinking about extension work in light of previous instruction and training experience..

#### IV. In-Service Training

A. As an individual worker.

1. Will vary according to background, previous training, knowledge, interest, attitude, and capabilities of individual agents.
2. Most agents can be helped in the following ways:
  - a. Encourage continuous reading with suggestions on what to read
  - b. Encourage agent to think for himself in relation to his experience and knowledge of the facts in arriving at answers to problems.
  - c. Participate in farm unit demonstrations - to better understand how various practices are coordinated and brought into balance one with another on the farm and in the home to solve problems and provide better living for the farmer, his wife, and his children.
  - d. Evaluation of progress of individual by supervisor with suggestions for improvement and a "pat on the back" where deserved.

B. As a group of extension workers

1. Regular weekly county staff conferences - to review program for the week and consider special problems, etc. "Thinking together."
2. District or State committee - to evaluate, present and develop new programs and procedures and at the same time recognize and encourage thinking and contributions on the part of the individual.
3. State and district conferences - training in subject matter, new programs, and methods of procedure. Inspirational.
4. Field demonstrations and tours - some.
5. Workshops - thinking together and arriving at answers to common problems.

#### V. Professional Improvement

A. General Considerations:

1. The supervisor should be acquainted with opportunities available and have participated in a professional improvement endeavor.

- a. Summer schools for extension workers
  - b. Formal studies in combination with planned field studies and observations.
  - c. Graduate study.
2. Agents differ in aptitudes, desires and abilities. Supervisors must know their agents and give guidance in professional improvement.
  3. Individual desires for professional improvement will often be dependent upon attitudes and policies of administration with regard to:
    - a. Leave privileges.
    - b. Salaries.
    - c. Promotions.

References ---

- Training Extension Workers on the Job  
Josephine Pollock - Wisconsin Extension Service
- A Suggested Training Program for Extension Workers in the Central States -  
Karl Knaus, Field Agent, Central States
- Suggestions for Induction Training of County Extension Workers -  
J. P. Leagans, Senior Agriculturist, Federal Extension Service
- Induction and In-Service Training and Professional Improvement -  
C. C. Hearne, State Extension Agent, Missouri
- Workshop Reports on Supervision -  
Southern Region





## \* THE FUNCTION OF EXTENSION SUPERVISORS IN PROGRAM BUILDING

C. A. Svinth  
State Extension Agent, Washington State

### I. TO HAVE A COMMON UNDERSTANDING WE NEED TO DEFINE TWO TERMS:

- A. County or community rural program -- long-time.
- B. County or community extension plans of work -- short-time.

A county or community rural program is one based on problems presented by representative people, the solutions for which are understood by these people and are susceptible of measurement in terms of the objectives of these people.

For convenience a county or community rural program is a written statement, prepared by rural people with the assistance of the Extension Service, of the:

- 1. Agricultural Situation - local, State, national, international.
- 2. The rural problems brought out in the situation.
- 3. The objectives in terms which state the desires of rural people.
- 4. The solutions to the problems which will make it possible to reach the objectives.

A plan of work is a statement of the activities to be undertaken under the direction of the Extension Service, to assist rural people to solve their problems as expressed in the county or community rural program.

### II. PROGRAM BUILDING IS A TEACHING PROCESS:

- A. People must participate -- not offerings.

- 1. Thinking - deciding on problems not projects.
- 2. Obtaining information.
- 3. Thinking - analyzing - deciding.

- B. The Extension Service must furnish:

- 1. Information.
- 2. Assistance in arranging situations where people can easily participate.
- 3. Assistance in analysis and guidance.

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\* Adapted from outline prepared by C. C. Hearne, Division of Field Studies and Training.

III. PROGRAM BUILDING IS A CONTINUOUS PROCESS — NEVER FINISHED:

- A. Situation changes - through action of people locally, nationally.
- B. Problems change.
- C. Solutions change.
- D. Objectives change — people see more clearly what they want.

IV. PROGRAM BUILDING IS THAT PROCESS WHICH GIVES GUIDANCE AND DIRECTION TO ALL WORK:

- A. Toward most important problems.
- B. Toward definite objectives.
- C. Coordinates efforts.
- D. Obtains cooperation of people — they see why.

V. THE IMPORTANCE OF ALL RURAL CLASSES, SECTIONS, AND ENTERPRISES — MEN, WOMEN, YOUNG PEOPLE — PARTICIPATING IN PROGRAM BUILDING:

VI. HOW ARE PROBLEMS MADE:

- A. Supervisors should initiate procedures (responsibility of entire staff).
- B. Details of procedure should be worked out by agents, specialists (4-H and adult), supervisors, administrators under the direction of a supervisor.
- C. Procedure should be based on:
  - 1. Program determination is an effective means of teaching.
  - 2. Extension effort should reach all rural people.
  - 3. Rural people are most interested when they build their own program, based on their situation as they see and understand it.
  - 4. Rural people welcome assistance to help them understand the situation.
- D. Procedure should be adopted by entire staff.
- E. Participation of entire staff in assembling information, indicating problems, solutions.
- F. Supervisors should give agents training in program-building techniques.
  - 1. Supervisors and agents adopt procedure for county use.
    - a. The procedure should be discussed, changed if necessary, and adopted by the board or group of rural people sponsoring extension work in the county.
    - b. The final procedure adopted by the sponsoring groups should provide for full consideration of:
      - (1) The local and national agricultural situation.
      - (2) The local and national agricultural problems.

- (3) The possible and practical solutions or partial solutions that can be effected locally.
- (4) The objectives that seem most worthwhile and possible of attainment.

c. These four subjects should be considered by rural people representing all classes, sections, and enterprises — men, women, young people.

## VII. CRITERIA:

- A. Full situation statement: This statement should include the resources and limitations of the county, with such facts and figures as are necessary for a comprehensive statement. This should indicate the actual problems which the people in the county are facing in connection with their own farm and home and social life. (Social life is used in its broadest terms.)
- B. Objectives: The committee should set up the objectives in terms which state the ultimate desires of the people in the solution of their problems.
- C. Problems: The situation as it is understood and the objectives as expressed should determine the problems. A satisfactory county rural program should list the problems as indicated in the situation and the objectives.
- D. Solutions: General recommendations for solving the problems listed should be given. These solutions should include contributions by farm people, groups of farm people, Extension Service, and all other agencies which may serve farm people.

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## EXTENSION PLAN OF WORK DEVELOPMENT

### I. PLANS SHOULD BE BASED ON THE PROBLEMS BROUGHT OUT IN THE COUNTY PROGRAM:

- A. Problem plans — not project plans.
  - 1. Comprehensive — practices fitted together.
  - 2. To make full use of the resources of the people and the Extension Service.
- B. Concentrated on major problems.
- C. To lead to changes in the situation.

### II. ONE PLAN FOR A COUNTY:

- A. Coordinates.
- B. Enables extension effort to produce larger results.



III. PLANS SHOULD BE DEVELOPED BY AGENTS TOGETHER:

- A. Diffuses effort if built separately.
- B. Enables all agents to have the over-all and a common point of view.

IV. PLANS SHOULD BE DEVELOPED WITH LEADERS AND INCLUDE PEOPLE PARTICIPATION.

- A. People in groups with a common interest which:
  - 1. May be geographic -- community house -- fair.
  - 2. May be an enterprise.
  - 3. May be a responsibility.
- B. By participating in plan making they see the "why", the connection to the problem -- objectives -- program.

V. PLANS TO BE GIVEN BY LEADERS FROM SPECIAL INTEREST GROUPS TO:

- A. Administrative groups.
- B. General public.

HOW CAN THE EXTENSION SERVICE COOPERATE WITH LOCAL HEALTH AGENCIES IN FURTHERING HEALTH PROGRAMS IN THE FIELD OF FOODS AND NUTRITION, SANITATION, MEDICAL CARE, HEALTH FACILITIES AND SOCIAL DISEASES?

Dr. Roscoe C. Brown  
U. S. Public Health Service

Whereas the assigned subject refers to cooperation with local health agencies, it is necessary to consider the local needs and opportunities in relation to the world-wide and nation-wide establishments, provisions and proposals for adequate health and welfare facilities and services for all members and groups of the human family.

The trends toward better health and sanitation are emphasized by the current programs of the world health organization of the United States and the several official and voluntary agencies in the United States in health and related fields. The National Health Program and the National Hospital Program are designed to serve all of the people. Be alert to the progress and provisions of these programs. They will eventuate in results for the local areas.

Fortunately and wisely, all of the larger agencies recognize the necessity and importance of local responsibility, organization, and action in defining the immediate health problems and determining ways and means for their solution. Hence, many national health organizations have State and local branches for closer identity with the local needs and more immediate and practical services to meet those needs. Among such organizations are State and local health education and agricultural agencies, which are considered integral parts of an over-all national health service. The bureaus of States Relations of the U. S. Public Health Service, the Children's and the Women's Bureaus, the Office of Education and other bureaus and divisions of the Federal Security Agency and the U. S. Public Health Service, recognize and use the State Health Departments for administering and implementation of Federal programs within the States. Other federal agencies notably the Department of Agricultural Extension Service, Home Economics, Health Service, etc., the Department of Labor, (Maternal and Child Welfare Services, etc.), also direct their programs through the State Agencies.

Among the voluntary national organizations with State and/or affiliations and programs are the American Cancer Society, the American Red Cross, The American Social Hygiene Association, the National Committee for Mental Hygiene, the National Dairy Council, the National Foundation for Infantile Paralysis, the National Recreation Association, the National Safety Council, the National Society for the Prevention of Blindness, the National Tuberculosis Association, and the Planned Parenthood Federation, State and local medical, dental and nursing organizations, insurance companies, and school and student organizations are also branches of National parent bodies. The April-June, 1946, issue of the National Negro Health News, lists these and other sources of materials and services.

Since this discussion is on the how of cooperation, mention of the topics in the subject will be sufficient:

Food and Nutrition (balanced diet, food sources and values, cultivation, preparation and utilization; demonstrations; school lunches, etc.)

Sanitation (Relationship to disease; waste and sewage disposal, cleanliness and security; ways and means; etc.)

Medical Care and Health Facilities (Family doctors; health centers, clinics and hospitals, medical and health groups; personal health examinations, community health councils; health education, etc.)

Social Diseases (Tuberculosis, syphilis, etc., may be included in this social category). (Causes and consequences, diagnosis and treatment; tuberculosis and venereal disease surveys and case findings; prevention and control; sex education; social hygiene, etc.)

Prevention versus Cure is of major importance in any local health program. Especially is this necessary in those Southern rural areas where official health units and other health facilities and services have not been established, or are available within reasonable time and distance. The benefits of prevention thus are two-fold: Improvement of the health of the individual and the family by health insurance and physical fitness; and the lessening of the demand for medical services in acute or chronic illness, and emergencies. Health education, health councils, proper health habits, attention to minor disorders, periodic health examinations at one's convenience and opportunity, and use of those health facilities and services which are immediately available, or possibly within a regional area through planned cooperation (transportation to or scheduled visits of health agency personnel or mobile health units - tuberculosis and venereal disease most case-finding; dental services; etc.), are some of the means for prevention of many minor and most serious illness.

The technic for desirable and effective cooperation with health agencies is simple and direct. As supervisors knowing your territory and the people and their problems, and having a day by day working relationship with the people, you can use these valuable contacts and experiences in assisting rural people and their local conditions and organizations in surveying their communities and discovering and accepting the challenge of local health problems and the predispositions; in planning self-help programs and activities; and in seeking and using the health facilities and services of agencies within the immediate community and region which are available, or can be made available to the people.

A simple formula is:

Organize the community. A community health council is a good medium for discussion of problems and the planning of corrective procedures.

Know - get the facts about your community and its needs.

Plan - prepare a practical statement of needs and objectives.

Go - visit health agencies when possible, confer with officials; discuss problems, available <sup>resources</sup>, and ways and means of using them.



Cooperate with Health Agencies.

Get - Procure all possible facilities and services by acceptance of local community responsibility and assurance of proper provisions for and utilization of them.

Give - As leaders, relay findings to the people of the community, interpret and demonstrate requirements and possibilities, continue interest and counsel to effect progress towards ultimate objectives.

The Office of Negro Health Work of the Public Health Service is a "Clearing House" for information on problems and program particularly affecting the Negro people. The National Negro Health Week, administered and directed by this office is a periodical program for survey of and emphasis upon health needs; and a "Spring-Board" from which may be launched year-around plans and efforts to seek and use community resources and other assistance to correct predisposing causes, attain physical fitness, effect preventive sanitary measures, and obtain facilities and services for medical care and the improvement and promotion of the health of the individual, the family and the community at-large.

The National Negro Health News, edited by the Office of Negro Health Work and Service, is a medium of information and the exchange of ideas and experiences of all persons, groups and institutions in the field of endeavor, related to social and interracial health and welfare.

The liaison and field activities of the office of Negro Health Week provide opportunities for consultations, conferences, workshops, and other services which enlarge the knowledge of the existing problem and affect cooperative group action for attainment of the defined objectives of adequate health education and health services for better environments and better living.

All of these media and services are offered to you with the scope of the program of the Office of Negro Health Work and the limitations of available means and personnel. The whole roster of Negro Extension Service workers is a part of the cooperative mailing list. You are commended for the services rendered in the carrying out of our National program in your perspective states and counties.

Inherent in this program are both responsibility and opportunity to eradicate the disabilities which stigmatize and handicap the race, and to gain those benefits of health and welfare, economic security, and good citizenship that will earn for the Negro people of the community, state and nation - rural and urban - the equality of opportunity for the progress and security vouchsafed to all Americans by the original plan and purposes for the destiny of the nation. This century's declaration and implementation of the "American Way of Life", and the current national and international promise of better peoples in a better world.



## AN EXTENSION PROGRAM IN RURAL HOUSING \*

S. P. Lyle  
Extension Service USDA

An effective program for the improvement of rural housing involves the cooperation of all the extension staff, both State and County. The program must appeal to farm and rural families as practical and must be one in which they participate actively as local leaders of educational work and as demonstrators of good housing. The interest and cordial cooperation of local builders and building supply dealers is needed. Be sure to include the interest of youths through 4-H Clubs and schools to develop the attitudes, knowledge and skills which will contribute to the improvement of rural housing. Finally the program must be practical recognizing that a desire and need for better housing exists which temporarily cannot be met because of scarcity of materials and labor. Now is the time, therefore, to train extension workers and local leaders in the features of a sound housing program before building materials become more plentiful and rural housing construction outruns education and planning.

Supervisors can incorporate the program in State, District and County schedules of extension activities, and can facilitate the best subject matter service to county extension agents in harmony with the various needs of counties, and the availability of Specialists and of visual aids and other educational media. Most appropriately this morning, T. M. Campbell will discuss these responsibilities of supervisors. His long experience in this work and his deep interest in better farm housing are invaluable assets to such an extension program. I recognize also that this group has a similar experience and has a determination to work with a will at this problem which lies at the heart of family life, namely, to make a house a home.

My own remarks will be limited to the following outline applicable to a State Extension Program in Rural Housing. It covers three points, developing, conducting and evaluating the program.

### 1. Developing the Program

#### A. Accumulating and interpreting facts.

#### B. Organizing the planning group

Specialist in related subject matter  
Sociology                      Architecture  
Family Life                    Engineering  
Farm Management               Forestry  
Home Management               Horticulture  
Health (and others grouped as desired)  
Supervisors, State and district, and 4-H  
County Extension Workers, Agri., H. Dem.

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\* Adapted from the North Eastern Region Workshop on Rural Housing, September 16 - 20, 1946



C. Determining the Objectives

1. Educational to change:

- a. Attitudes (Heart)
- b. Knowledge (Head)
- c. Skills (Hand)

2. Housing subject matter

- a. Relation to farm and home planning
- b. Investment and financing
- c. House location and orientation
- d. Space layout planning
- e. Construction (including repair)
- f. Equipment
- g. Furnishing
- h. Outside and inside appearance
- i. Landscaping

(These incorporate related subject matter such as health, etc.)

3. Goals in Farm Housing Improvement for the State, the Districts, and Counties.

D. Developing the county program

(State extension workers must be prepared to give time to assure success in pilot counties.)

II. Conducting the Program

A. Arrange and conduct training meetings for county extension agents dealing with the most urgent procedure and subject matter first.

B. Aid county extension workers in launching their county programs based on pilot county experiences.

C. Develop local farm leaders in house planning and in housing demonstrations. Use the family group method for planning and for discussion of the principles of good housing -- that is, to develop the skill and knowledge required for sound planning. Encourage self-help, community cooperation and exchange of work and use of local building materials.

D. Develop builder, dealer and industrial cooperation with the program.

E. Support the program with adequate educational publications, visual aids, etc., including cooperation from radio, press, farm papers, etc.

F. Utilize the related programs of government agencies.

III. Evaluate the program and its progress in light of the objectives (I-C) and strengthen the operations (II), which will advance the program most effectively toward its goals.

## WHAT IS THE RESPONSIBILITY OF SUPERVISING AGENTS IN THE FIELD OF RURAL HOUSING

T. M. Campbell, Field Agent

After witnessing the splendid remodeling demonstration of the "Houser Family's Home" conducted by Mr. Lyle and listening to his inspiring address, I am glad to have the opportunity to make a few remarks.

By automobile, it is 515 miles from Tuskegee Institute, Alabama to Southern University, Louisiana. I drove that distance through the country to attend this workshop. On the way down I picked up a copy of the "Jackson Daily News" one of the leading papers of that State -- in it I found a statement applicable to the Southern Region, titled, "Mississippi Scenery". The writer said, "If you are driving along a Mississippi Highway and get tired of looking at cotton fields and unpainted houses, look on the other side of the road and there you will see unpainted houses and cotton fields. What Mississippi needs just now" he said, "is about a million gallons of paint properly applied to rural homes". Multiply that figure by the 14 states represented here at this Workshop and you have 14 million gallons of paint needed to brighten this corner of these rural United States.

It is not my purpose today to discuss reasons for this dismal housing situation which has been one of our major problems ever since the Emancipation Proclamation. You know that already, nor is it necessary to cite the number of studies that have been made on the subject. I will say, however, that rural housing is one of the most surveyed fields, with less being done towards improvement than anything I have known in the past 25 years. Most of you, I dare say, have never had the experience of actually living in one of these typical shanties. I hear some agents say as they drive along the country side: "Oh, they look so picturesque."

I am afraid too many of us are still viewing these "rural slums" only from afar in our mad rush to work with the more prosperous families in order to make good reports. Let me tell you, that although many farm families are being substantially benefitted by extension service in home improvement, too many of our low-income farmers are still being passed by.

I invite you to go out and get some first hand information on the housing needs of the people whom you serve day after day. Some of us drive many miles to get a good home to spend the night when we really ought to spend it occasionally, right where night catches us. Then we would find out the real conditions under which these people eat and sleep 365 days of the year -- I know, for I have tried it, but let me warn you it takes courage. So if you are not willing to get your information first hand, or the hard painful way, then take it from me -- here's the picture.

Dotted all over the southland today, are thousands of unpainted, unsanitary cabins, with broken down steps, newspaper covered walls, leaky roofs, windows without panes, floors with large cracks; on the outside inadequate water supply and unsanitary toilets -- often none at all, and in many of these "homes" live large families, crowded together like so many cattle.

I believe it is our responsibility to help create a desire on the part of these people to want to live in an environment in which they may rear their children and provide greater opportunities for health, pleasure and profit. We can assist by making available building plans and help local carpenters to interpret them. We can give method demonstrations such as the one executed by Mr. Lyle today. We can teach farmers to make greater use of local and native materials in constructing new buildings and remodeling old ones; also the beautification of home grounds.

I am convinced, as never before that we need to put into practice, among our people a definite program in rural housing - one that promotes field work among the farmers, leaving behind us repeatable demonstrations of wise planning and sound construction - the same as any other project in Extension Service. This it seems to me, will come more nearly meeting the needs of our low-income farmers than any plan yet devised, making it possible for landowners to enhance the value of their property and tenants and sharecroppers to enjoy better housing facilities; thereby raising the entire economic and social level of rural community life. It's a fine thing to train farm people to conserve their lands, develop purebred animals, and add the necessary labor saving machinery to expedite greater crop yields, but unless we teach the farmers to direct all of these gains toward the goal of better living, we haven't helped them very much.



## EVALUATION OF THE WORKSHOP

C. A. Svinth  
State Extension Agent, Washington State

- I. Since evaluation is concerned with objectives it is important that each participant review the objectives set forth for the workshop, namely:
  1. To mobilize qualified personnel and information resources and bring them to bear on problems of extension supervisors.
  2. To get further help in:
    - a. Defining what supervision is and its objectives.
    - b. Defining the jobs of the extension supervisor.
    - c. Developing effective techniques in extension supervision.
    - d. Defining the relationship of extension supervisors to the extension director and other extension workers and outside groups.
    - e. Developing methods for supervisors to evaluate the effectiveness of their own work.
  3. To provide a means for intensive work and exchange of ideas and experiences among workers from different States in the region.
- II. Evaluation of the workshop must be in terms of how it has helped each individual participant to:
  1. Better understand what his job is.
  2. Solve important and immediate problems.
  3. Develop techniques which will result in more effective work.
  4. Think and arrive at solutions to new problems.
  5. Be able to continually evaluate the effectiveness of his own work as a supervisor.



## STEPS TO FOLLOW IN ORGANIZING AND CONDUCTING WORKSHOPS

Charles A. Sheffield  
Field Agent, Southern States

### I. Planning. A lot of careful planning and work is necessary before the workshop is held. Planning for what?

- (1) To get groups of extension workers together to do their own thinking.
- (2) To develop new procedures and techniques that haven't existed before or to revise and perfect existing procedures.
- (3) To develop a good bibliography or reference list of library materials to draw from and for future reference.
- (4) Working together will help to coordinate people at the various levels.
- (5) To make an intensive study of the entire field of supervision.

### II. Objectives. Get your objectives straight -- list them.

Why a workshop -- characteristics.

What are you trying to accomplish?

How to accomplish objectives -- will it be through lectures, discussion, or by intensive work on well defined problems?

### III. Work Plan

- (1) Determine what to do at arranged periods during the day -- also evenings. Don't get your days and evenings too full.
- (2) Lectures are important -- secure men and women who can stimulate thinking and motivate trainees to learn.
- (3) Get lecture subjects clear so lecturers as well as workshop personnel will know what his or her goals are?
- (4) State problem questions clearly and list in logical sequence.
- (5) Mobilize expert personnel insofar as available.
- (6) Get further help in giving lectures.
- (7) Provide for special interest lectures if time permits
- (8) Provide for a consultant or adviser to each problem work group.



- (9) Provide a setting for the conference that will encourage the exchange of ideas and experiences.
- IV. Workshop area. Decide on work area to concentrate on supervision. Ask those attending to select the problem they want to work on.
- V. Staff. Arrange for lecture personnel. Don't have extraneous talks — foreign to the subject.
- VI. Physical Set-up of workshop. To make careful arrangements for lecture room and for work-group rooms is important.
- (1) Conference room — tables, comfortable chairs, writing pads, and pencils; yes, ash trays for smokers. Provide all the necessary equipment to make personnel comfortable, feel at ease and informal.
  - (2) Provide the necessary equipment for lecturers.
  - (3) See that workshop members are housed comfortably.
  - (4) Provide a setting, if possible, conducive to work. Outside distractions are sometimes bad — avoid them.
  - (5) Set up a staff to give lectures.
  - (6) Form a steering committee.
  - (7) Make the library convenient for the entire period and available day and night.
  - (8) Provide for a social committee.
  - (9) Have a group elect chairman and secretary for each work-problem group.
  - (10) Somebody capable and interested in workshop technique must be assigned to the job.

## B. OUTLINES OF SPECIAL LECTURES

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### EXTENSION SUPERVISION TECHNIQUES IN TERMS OF RURAL PEOPLE

Dr. Felton G. Clark  
President of Southern University

Mr. Campbell, Mr. Mitchell, and other supplementary members of our Land-Grant College families. I consider you fortunate tonight because it will be more or less impossible for me to talk to you at length. This necessary evil of having the host college president speak to you will be rather brief because both of us are scheduled to appear elsewhere during the evening.

Even if I were to make a long speech, the additional words would merely serve as devices to amplify but a single idea. My guess is that you would call it philosophy. As high-sounding as this word may seem, I really know of no better term to use. In other words the thing that I have in mind pertains to the necessity of having a basic connection as to the meaning of life, man's place in it, and the obligations which are ours in the light of our reflections and connections.

Just now, I am not thinking of techniques..especially techniques employed in rural life. I am thinking of the people back there in that rural environment. Techniques are no good unless they do something for these people. A method of successful farming or home making is but a means to an end. The end of all activity is the highest living of every single individual whom God has created. If we..in all areas and vocations of life would make this the dominant active thought of everything we do, there would be so much less trouble and misunderstanding among us all. There would be little or no concern for such insignificant matters as status, race, employing agency, "whose-giving-the-orders" and the multiplicity of other factors which only cloud the issue.

Regardless to who we are or what we're doing, our responsibility is to help people live the most decent life of which they are capable. Everybody is seeking a happiness defined in terms of continuing activity that leads to virtue. Certain qualities of our emotional nature, and certain possessions in skills are the necessary components.

It would be humanly impossible for any individual to possess all these attributes in abundance. It is difficult, if not impossible for one to acquire them other than with the aid of a teacher. It is for this reason that the Land-Grant Colleges arose.. to help mainly the so-called industrial classes to become happy individuals. You as the extension faculty of our Land-Grant colleges are the teachers aiding those to become happy who live in rural areas, and who for particular reasons find it difficult to reside

on the college campus where they might acquire some of the "insurance" for living a happy life. No, I am not saying that we are to ignore specifics and techniques and workshops and governmental directives. As a matter of fact they should be demanded. But as we demand them we should remember that they are but tools. Once they are put to work, they should make for us the finest product that the factory of existence can create. That is a truly, happy individual.

May this point of view permeate all that you do. May it lead to the rebirth of a rural America where life is as heavenly as it could be anywhere.



THE EFFECT OF POSTWAR FARM MECHANIZATION ON  
THE EXTENSION PROGRAM

(Informal Paper)

By Charles A. Bennett, Engineer in Charge, Cotton Ginning Investigations for Mechanical Processing of Farm Products Division, Bureau of Plant Industry, Soils and Agricultural Engineering.

Postwar farm mechanization is coming to the front. Of course, mechanization, as such, is by no means new, because it has been making the United States the leading nation of the world for the past hundred years. Compare our American farms with those of the orient or of parts of Africa and you will see our mechanization in water pumps and windmills, in steel plows as against their wooden ploughing stick; in the clothes wringer, cast iron cooking stove, and many other items that will quickly come to your mind.

Before we can anticipate the effect of postwar farm mechanization it is necessary to find out what we had before the war and compare that with what we now have as well as with what probably will exist in the very near future. Also, we may have many things "on tap," but the fully developed and effective use of them is something else.

In giving you what seems to be the view point at Stoneville Mississippi Experiment Station, let me make full acknowledgment to the splendid work of the Delta Branch Experiment Station and to the staff of our cooperating partner which is the Cotton Branch of the Production and Marketing Administration. My own Division, the Mechanical Processing of Farm Products Division, is a part of the Agricultural Engineering Division of the Bureau of Plant Industry, Soils, and Agricultural Engineering.

Lack of cheap labor, plus need for increased production, have been two principal causes for farm mechanization. The ingenuity of the pioneer American would never have been brought to its present constructive growth if our nation had been able to obtain plenty of cheap labor. The plantation system, wherever it is found in the world, originated because of plenty of cheap labor - labor to produce rubber, bananas, coffee, rice and cotton. When labor becomes scarce, the whole economic, social and vocational system faces a change, and machinery must be used as a substitute for men along with putting old methods into the discard and employing new processes and advanced ideas. The hand is replaced by the wheel.

Mechanization is putting our modern farm and its tools on wheels just as fast as it can. The invention of the wheel, simple as it is, came from God by way of inspiration to His favored sons so that they might do more and live better. Today the tractor, jeep, truck and other machines supply the wheels. Our cotton crops, for example, are planted on wheels, cultivated, flamed, and chopped on wheels, dusted and defoliated, picked, stripped, and ginned by wheels of one kind or another, and carried on wheels to railroad or truck wheels for the market. What about these wheels?

In 1910 (using data from the Farm Implement News, July 4, 1946), the farms of the U. S. A. had one thousand tractors and about 25 million horses and mules. As War II got underway in Europe in 1939, we had about 1-1/2 million tractors and only 15 million horses and mules. In 1945 we had over 2 million tractors and only 12 million draft animals; which from 1910 shows a cut in the number of our animals to one half, but our machine power has been multiplied over 2,000 times.

The Mississippi estimates as of July, 1946 indicate 17,540 tractors in comparison to 176,000 in Iowa and 148,000 in Texas - but Mississippi has had a 66 percent increase itself in the number of tractors in the past 6-1/4 years.

At Stoneville we realize that the increase in mechanization, of itself, raises many additional problems because it is useless to merely produce a big crop if it can neither be harvested nor processed. Nevertheless, every farm machine, farm method or farm process which helps the farmer produce more products quicker should be worth while, if the first costs and the operating costs do not overshadow the profitable benefits, and especially if these first costs come within the range of the farmer's purchasing power. In the case of cotton, the tenant and small farmer can already make more cotton than he can pick, so who is to do the harvesting? And, if mechanically harvested, can the local cotton gin turn out a satisfactory quality to protect him from loss? Today's new cotton gin costs about twice as much as one of 10 years ago.

Again referring to cotton, the mechanization of the crop will probably require a "cushion" of storage so that the pickers can work without being hindered by lack of carry-off, so-to-speak, because they can harvest much faster than the gin can gin out the pickings. Our USDA Ginning Laboratory has a storage plan which appears to be proving out quite well, in which the machine pickings are firmed up and dried out by drawing air down through the seed cotton in the bins. The same system can be used for drying planting seed that is too damp.

The Agricultural Engineers of our Divisions in the Bureau are tied into all phases of the work which affects mechanization, including machinery, structures, fertilizing and cultivating, processing of the harvested crops, and the handling of by-products.

One of our Agricultural Engineers in the Cooperative Federal and State 1/work at Stoneville, says that the adoption of mechanization by the farmer of the South will mean that "Grandpa must be buried deep." That is, the old ideas, practices and methods of final cultivation and so forth must be buried with the past and a completely new attack be made on farming.

"Grandpa" must be buried by the implement manufacturers, the ginning machinery manufacturers and the cotton industry as a whole, too, if true mechanization is to take over. The old idea of most of the manufacturers was

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1/Wm. E. Meek, USDA, Stoneville, Mississippi, Farm Implement News, Sept. 12, 1946.



to turn out farm equipment and processing machinery that needed no "shop" work at all. Castings without any finish were dipped into paint and then roughly bolted together through cast or cored holes. There were no machined pads for the surfaces to meet upon, and the bolts and nuts were so loose and rough that dependable adjustments were impossible and could not be kept.

Undoubtedly the elder stockholders of many of these agricultural manufacturing firms are aghast at the new kind of machinery which mechanization demands. Take the cotton picker for example, of which about 150 were in use in 1945. It revolutionizes all the shop methods of production in the old implement factories, and reduces tolerances and accuracy of fits from a coarse sixteenth or eighth of an inch to thousandths. Farm boys in World War II are familiar with precision equipment because they had to fight with it and against it. They naturally expect farm mechanization to utilize plastics, new materials, new protective lacquers, new engines, and well-machined basic construction in the fabrication of machine parts. Thus the actual conversion from pre-war machines and methods to post-war mechanization may be as revolutionary and drastic as the conversion of a peaceable nation with earphone radios was to a wartime nation with radar and the atomic bomb. Mechanization means more machines, more acres per man, and fewer but more skilled workers.

Extension schools will be needed - in the factories as well as for the farms, and there will be a need in agriculture for higher caliber, more skilled farm labor. Extension must assist in teaching every farm helper how to operate a wider variety of mechanical appliances and keep them running. The schooling will involve practical instruction in the principles of mechanics and physics, in electricity, heat, refrigeration, pneumatics and other branches of everyday science. Chemistry will also come in for its share, and out of it all may come rural community centers which can provide more days of work per year at higher pay, so that everybody will be benefitted.

This rural community improvement idea has been most successfully demonstrated in the "Balance Agriculture With Industry, B-A-W-I" law of Mississippi and its great aid to farm communities.

From an agricultural engineering standpoint, as we see it at the USDA Cotton Ginning Laboratory, the cost of mechanization may double the present costs of cotton gins, and may yet bring about the establishment of a community processing center at the gin where seasonal crops may follow one another in the processes for which the gin power plant may serve when the gins are idle, and which will employ people all year round.

To accomplish this, the research and extension programs must be aimed at definite objectives. Since mechanization implies available repair and construction shops in community centers, it also implies the abandonment of old and obsolete processing plants by a joint incorporation of the community leaders into a broader and better business which will run many more days per year than any of the older gins, fertilizer plants, and seed treating plants were individually able to do. It also implies the extension of electrical power, steam and waste heat processing, the utilization of farm waste for manufacturing artificial gas and other ideas.



It is undoubtedly true that the South can be completely mechanized in time, and that the rapidity with which it occurs will in a large measure depend upon the thorough test and study of the present innovations which have aroused interest in mechanization. By research methods we should find out how broad a series of uses each can be put to, and what their net benefits will be in terms of dollars added to the farm purse. By research methods we should find out how many combinations of mechanizing can be done at one time, and what can be dispensed with entirely.

Every development of machinery has climbed to a peak of complexity before being graded off by the bulldozers of good "horse sense" to a simple outfit and process. The sooner that research and Extension can do this grading off, the quicker it can attain maximum service to the agricultural interests.

To do this, the Extension Service must not begin to disseminate information about radical departures from practice or about new ideas until research has had opportunity to prove them out. Much damage has been and is being done by a flare for publicity which is unwarranted and not appropriate until the researchers have had a chance to "iron out the bugs." If a conservative backing for research can be afforded by Extension without "jumping the gun" to get into the news, and then if research in turn will give Extension the ABC "down to earth" non-technical information on its developments in machines and processes, both branches of activity should be worth their weight in gold to the farmer.

## ADULT EDUCATION PROBLEMS IN THE RURAL SOUTH

Dr. Ambrose Caliver  
Senior Specialist, U. S. Office of Education

(Outline digest of talk)

The regular educational enterprise in America is of great magnitude, comprising 30 million students, 1 million teachers, and approximately 3 billion dollars annual expenditure.

In spite of America's apparent belief in and devotion to education, it has to a great extent, failed to achieve its purpose.

This failure is indicated by the Selective Service data on functional illiteracy and physical deficiency; and by maladjustments in the home, occupations, citizenship, and personal life.

The agricultural extension program came into being in order to correct some of the educational deficiencies of the adults who had inadequate education in their youth.

Conditions in the present age demand, not merely corrective measures — but a radical educational readjustment in order to meet the new requirements of an increasingly scientific and technological age, and of a "one world" concept.

One of the most fundamental problems to be met by education is that of illiteracy, both in America and throughout the world.

The problem is being attacked through an experimental project sponsored by the U. S. Office of Education with the cooperation of the American Association for Adult Education, the National Conference on Adult Education and the Negro, and the Carnegie Corporation of New York. The purpose of this project is to prepare teachers and materials in the field of adult illiteracy, in order that a beginning might be made on the problem next year on a broad front.\*

Professional, religious and lay organizations, and educational institutions are also cooperating with a view to making a comprehensive, coordinated, and sustained approach to the solution of the problem.

The problem is of concern to everyone, because it is recognized that increased literacy contributes greatly to the individual by:

- a. Making him more effective in the discharge of his various responsibilities

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\* See School Life, October, 1946.

- b. Increasing his self-respect.
- c. Releasing his latent energies and creative talents
- d. Giving tone and outlook to life

Increased literacy also contributes greatly to the race and community by:

- a. Strengthening the foundation upon which progress toward higher levels of living must be built
- b. Enlarging the potential source of skilled workers, leaders and creative genius for social usefulness.



STATUS OF THE PROPOSED ADJUSTMENT PROGRAM  
FOR THE COTTON SOUTH

H. H. Williamson  
Assistant Director of Extension Service

Outline Summary

I. The proposed conversion program

A. Introductory statement

1. Position of the cotton farmer with respect to
  - a. Income
  - b. Standard of living

1. As compared with that of farmers in other regions
  2. As compared with that of urban industrial workers

c. Production techniques

2. Relative price position of American cotton

- a. As compared with foreign-produced cotton
- b. As compared with synthetic fibers

3. Government interest in improving position of cotton farmers

- a. Steagall (parity) legislative amendment
- b. Wickard's proposal

B. Conversion from what?

1. One crop farming
2. Inefficient production methods
3. Unfavorable competition with foreign cotton and synthetic fibers.

C. Conversion to what?

1. Diversified farming
2. Efficient production methods
3. Increased industrialization in the South
4. More nonfarm jobs

II. Core of the conversion program suggested for consideration by BAE during early part of 1945.

Ultimately, an agricultural conversion program for the South should aim at balanced, diversified farming on adequate family units. In order to get from where we are now to where we want to go, action would be taken along three lines.

First, cotton would be priced at a level that would enable it to compete freely in foreign and domestic markets.

Second, Government payments would be made to cushion the descent of cotton prices to a competitive level; and Government payments, credit, and other assistance also would be offered to help farm families convert from their present patterns of operation.

Third, steps would be taken to develop off-farm employment opportunities for many of the people now in agriculture.

Several supplementary actions would be required, just as they would for any other kind of program. Efforts to help farmers maintain and improve soil fertility would be essential. So would programs to extend rural electrification, improve housing, health facilities and communications, to encourage ownership of family farms, and to bring about many other necessary improvements in rural living.

### III. Status of proposed conversion program

#### A. Preliminary discussion of alternatives

1. By Congressional committees
2. By farm organization leaders
3. By rural and urban groups

#### B. Adoption of the seven-step program by extension

- 1
1. To prepare the way for conversion.
2. To stimulate farmers to do something about their problems
  - a. By increased diversification
  - b. By more efficient production methods
  - c. By reducing production costs

### IV. Trend toward mechanization

Mechanization perhaps offers farmers one of the best ways of reducing production costs so that their cotton may compete more effectively with foreign grown cotton, and with synthetic fibers. Already a few farmers are beginning to mechanize their farms. They are using tractors exclusively for planting and cultivating their crops. Some cotton farmers are check-planting and then cross-cultivating to reduce chopping costs; others have mechanical choppers and flame-cultivators. A few of the cotton farmers have mechanical pickers. Some of these machines can pick as much cotton in a day as 60 field hands, and the cost of harvesting is reduced to only a fraction of hand-picking. In fact, one producer estimated his cost in 1943 at \$5.26 per bale, as compared with about \$39 per bale hand-picked.

Although mechanized production is likely to displace a considerable number of small farmers, especially tenants and sharecroppers, those who are able to remain in cotton production may see a better day. For example, some

of the farmers who have already begun mechanizing have moved their tenant houses out of the field and assembling them in villages where the occupants now have running water and electric lights.

If mechanization means better housing, better food, and an end to 50 cents a day cotton chopping, and 75 cents a hundred picking, then I am for it.

Suggested reading list

A Conversion Program for the Cotton South -

Bureau of Agricultural Economics of  
the U. S. Department of Agriculture,,  
Washington 25, D. C.

Looking Ahead with Cotton -

Misc. Pub. No. 584, U. S. Department of Agri-  
culture, Washington 25, D. C.

Facts About Cotton and Southern Farming -

Misc. Pub. No 594, U. S. Department  
of Agriculture, Washington 25, D. C.

Machines in the Cotton Fields -

Arthur Raper, Southern Regional Council, Inc.  
Atlanta 3, Georgia

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## EXTENSION WORK, OLD AND NEW, AND SUPERVISION THEREUNDER

P. O. Davis  
Director, Alabama Extension Service

In a meeting of this kind it is well to ask, why are we here? Why this workshop?

These questions can be answered in many ways. First, we are here because of you; because of your big responsibility in extension work. You are keys to and responsible for improving extension work and making it more effective for your people in your respective states.

We are here also because of a bigger responsibility and, likewise, a greater opportunity. Change is another reason. Extension needs are changing, and so is extension work.

All of these add up to the conclusion that our importance is growing and our work is increasing daily. So, this workshop is needed.

Naturally we should ask ourselves: Are we progressing and growing with our work? Are we, as leaders and supervisors, measuring up to our respective jobs and opportunities? Are we serving our people as effectively as we should? Can we improve? How?

Originally the word "agent" was used in extension work because this word means "one who exerts power; one who acts for or in the name of another." Since then the duties of supervisors have changed more to the word supervision which means "to oversee for direction." So the main purpose of this workshop is to give you training so that each of you may do a better job of "overseeing for direction" in your respective states.

The primary aim of pioneer extension workers was "to help farmers meet the boll-weevil challenge." The present aim is to help farm families to do a better total job of farming and living.

At the outset a simple demonstration was the primary tool of extension. These included, for example, a few rows of corn, or canning tomatoes. One who could do a good job of these simple demonstrations was a successful extension worker.

But the modern extension worker must visualize a complete farm and home as a unit; and he or she must see the unit in relation to the community, the county, the state, and the nation.

And he, or she, must understand that there is only one extension program in each state. It is for all the people with all extension workers working as a team.

Production work was the primary aim of extension work at the beginning. There had not been then a burdensome surplus of farm products. Hence, the

No. 1 purpose was "to make two blades of grass grow where one grew before."

The success of this production work is revealed by the fact that the average American farmer of today is almost three times as productive as the average farmer of that day. Cotton production per acre is double that of then, the quality is better, and the cost of production per pound is much lower.

In addition to production - which is as important as ever - we now have a tremendous job in marketing and distribution; and also in consumption of farm products, either direct or by sale. We must supply also consumer information because farm people are consumers.

How different, therefore, is the present work of the supervisor, man or woman, from the work of the pioneer supervisor!

As I see it, the duties of a supervisor in extension work requires two major lines of information. The supervisor of agricultural extension work must of necessity be well informed about agriculture throughout the area under his supervision. In the next place, he must be well informed as to the problems, the technique, and the best procedure in extension work. He must know also what to avoid.

The same is true of the supervisor of home demonstration work. Unless she is well informed on subject matter, she cannot direct and supervise properly and effectively those who are engaged in this work.

A member of a baseball team, for example, must know baseball and how to play it. Otherwise, his team soon loses respect for him.

It is vital, therefore, that each person in extension work be eternally and everywhere a student of the work itself as well as how to do it; how to do it better and more effectively day after day.

The demonstration is still an important factor in extension work. As a tool it needs to be sharpened and used more effectively from day to day and from year to year. Along with it extension workers need to be keen and alert (1) in making individual visits to farm people; (2) in arranging and conducting meetings; (3) in arranging and conducting tours; (4) in writing and distributing letters; (5) in producing and using kodachrome slides; (6) in developing and using movies; and (7) in making proper relations and in doing other things essential to attaining the biggest objectives for the most folks.

In addition to being complete, energetic, wise, and courageous we must be explicit and simple in order for people to understand and apply. As a good demonstration of this I give you a recent commencement address by S. DeWitt Clough, head of Abbott Laboratories. It follows:

"It was good of you to ask me to be with you." I am glad to be here. You have all done well. I urge you to press on to the high goals you have in mind. Aim at the stars.



You will hit some of them. Luck is just a bit of pluck.

"Your thought, plus faith, will come true. You are what you think. You can be what you will. Bear this in mind. Think well and you will do well. Think well and you will be well.

"Let your aims in all your work be these: Be brief; be clear; be kind; be true. Bless all and God will bless you.

"There can be no chance for you to fail as long as you think right.  
This is my speech.  
Thank you."

Agriculture is changing. The same is true of home economics of living on farms as in urban homes. It is our duty as leaders in extension work to foresee these changes, to keep abreast of them, to guide people properly in making changes that are helpful to them, to avoid mistakes. Otherwise, extension work will not succeed as it should.



PART III  
REPORT OF WORKSHOP GROUPS

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Workshop Problem I

THE SUPERVISOR'S FUNCTION IN PROGRAM DEVELOPMENT AND ANNUAL PLANS  
OF WORK WITH SPECIAL REFERENCE TO HEALTH, FOODS AND NUTRITION, AND  
RURAL HOUSING.

INTRODUCTION

This committee recognizes that the aim of the Extension Service program is, "to aid in diffusing among the people of the United States useful and practical information on subjects relating to Agriculture and Home Economics and to encourage the application of the same." 1/ Due to the constant changes and varied demands of this atomic era, we feel that the Extension Service program now must effect fundamental changes in (1) knowledge (2) skills, and (3) attitudes.

In developing an effective program, we must be aware of the 10 million illiterates discovered by Selective Service during World War II; we must consider the economic status of the South, and the limited tools with which we have to work in providing full participation for all people in a program designed to attain: (1) An abundant home and family life, (2) occupational skills, (3) citizenship, (4) recreation and culture, and (5) ethical and moral well being.

In many states there are still heavily Negro populated counties where no colored extension workers are employed; there are others reached by only one Negro agent, therefore, all forces such as teachers, ministers, business and civic leaders, must be encouraged to help to motivate rural people toward attaining these higher ideals.

The limited educational facilities of the South and the landlord-tenant system present a challenge to our agents to exert their full influence toward helping all rural people to receive greater economic and educational opportunities.

With these over-all aims in mind, it is the function of the supervisor to corral the services of all rural leaders, county agents, and specialists in an effort to develop a unified program.

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1/ Smith-Lever Act, May 8, 1914, Statue 38, under Law 372



### MAJOR OBJECTIVES OF THE EXTENSION PROGRAM

The ultimate objective towards which extension work is directed is happier lives and better living for all people. Efforts of the extension service to attain this objective include:

1. Improvement of the economic, social, and spiritual well-being of the farm family.
2. Conservation of our natural resources so that future generations also may have a good living.
3. Improvement of farm income through the application of science and farm mechanization.
4. Improvement of health through better nutrition and more adequate health facilities and services for rural living.
5. Improvement of family living through better housing, rural electrification, and more adequate labor-saving equipment.
6. Improvement of educational and recreational facilities for the home and the communities.
7. Encouraging all people to be wiser consumers.
8. Development of understanding and more effective participation in community, state, national, and international affairs to the end that constructive policies may be determined.

### BASIC PRINCIPLES IN PROGRAM DEVELOPMENT

In any cooperative extension program, be it national, state, county, or community, there are certain basic principles or concepts to which a program must conform, if it is to have a marked effect upon the lives or actions of the people. These principles are:

1. Long-range planning: One long-time extension farm and home program should be outlined for each county.
2. Felt needs: The extension program should be based on the needs and interests of the people themselves.
3. Comprehensiveness: The extension program should encompass the interests of the entire family, and be comprehensive enough to embrace all age groups, creeds, and races at all levels — community, county, state, national, and international.
4. Flexibility: The extension program should be flexible so that it may be changed to meet the varying needs of the people.
5. Self-help: The extension program should be broadly educational. It should teach people to help themselves.

6. Direct aiming: The extension program should clearly define its objectives at all levels. These objectives must be thoroughly understood by all the people who are to execute the program.
7. Personnel planning: Trained personnel should be secured and provisions made for effective supervision.
8. Lay-leadership: The extension program should provide for the selection, training, and utilization of lay-leaders in planning and execution.
9. Organization: The extension program should be planned by and executed through a democratic organization of farm people such as the community-neighborhood system with its various committees and special interest groups.
10. Evaluation: The extension program should be evaluated continuously by supervisors, agents, and lay-leaders so that necessary changes may be made, as situations, problems, solutions and objectives change.

#### THE SUPERVISOR'S FUNCTION IN PROGRAM DEVELOPMENT

Extension program development is a process of determining and guiding the direction of agricultural extension planning and procedures.

The function of the supervisor in assisting the agents in developing a program is to stimulate and encourage county extension workers to analyze county situations including physical, social, economic, and human factors. See that they understand problems pointed out and arrive at solutions.

In order to develop a uniform program that will meet the needs of all rural and urban families throughout the state, assistance of the land-grant college is needed in initiating a complete program based on the needs stated by the farm families.

Suggested procedures for setting up the total program is as follows:

1. Supervisory assistance for each county in organizing an over-all advisory committee.
2. Membership of the over-all advisory committee should be composed of a man and a woman from each community or neighborhood, and representatives of the County Farmers Association, County Home Demonstration Council, County 4-H Council, Ministerial Alliance, County Teachers Association and representatives of other organizations and agencies.
3. See that agents and members of the over-all advisory committee understand the following steps:

- a. How to develop an over-all extension organization.
  - b. Reasons and background for the formation of the advisory committee.
  - c. Why it is necessary to have a county program.
  - d. Importance of the advisory committee in the whole planning process and formation of the county extension program.
4. Encourage county extension workers to analyze county situations, including physical, social and human factors and submit their findings to the supervisor for the consideration of the land-grant college, which will be used in setting up the over-all extension program.
  5. In setting up a uniform state agricultural extension program, supervisors, extension specialists, members of the experiment station staff and administrative staff of the land-grant college should confer and agree on data to be used, assembled from the various counties showing social, economic, physical, and human factors, affecting rural and urban people.
  6. Based on information taken into consideration in developing the over-all program, the extension specialists and members of the experiment station staff should approve practices which would lead toward correcting conditions brought to light from data assembled.
  7. Practices to be adopted for each county should be recommended by extension specialists and members of the experiment station staff, taking into consideration the facts brought to light in data assembled from respective counties.
  8. In view of practices recommended by specialists, the state workers prepare a suggestive outline for agents to use with their county advisory committee in developing a county farm program. This suggested outline should be broad enough so as to allow each county to reach the most urgent needs and yet it should be sufficiently uniform in all counties and states.
  9. Hold small group training meetings for extension agents where they will be taught ways of developing county programs through breaking down the county into communities and neighborhoods, advice on the importance of using community leaders, work out survey sheets that might be used by agents in obtaining background information.



### THE SUPERVISOR'S FUNCTION IN DEVELOPING ANNUAL PLANS OF WORK

An annual plan of work is a list of selected activities to be carried out during the year. The plan should show:

- a. Who is to do the job
- b. What is to be done
- c. When it is to be done
- d. How it is to be done
- e. Where it is to be done

It is understood that a program of work has been developed, based on the needs and desires of the people before the plan of work is made. The supervisor's functions are:

1. Obtain from county workers definite plans that outline the expressed needs and desires of the people.
2. See that a suggestive outline is developed by a committee of agents and state staff.

The outline for plans of work might include the following:

- a. Over-all objectives
  - b. Situation, problems and needs
  - c. Annual goals
  - d. Procedures
  - e. Calendar of activities by the month
  - f. Specialists help needed and cooperation to be obtained.
  - g. County map.
3. Obtain assistance from subject-matter specialists.
  4. See that outline developed for the plan of work is put into the hands of extension personnel for suggestions and corrections.
  5. Meet workers by counties and interpret outline from plan of work so as to get uniform understanding.
  6. Encourage the participation of farm people in developing the annual plan of work under the guidance of county extension agents.
  7. Set a definite date when county plan is to reach the state office.
  8. See that the local governing boards have a copy and that the plan of work is explained to the general public.
  9. Check at intervals with county workers to see if plan of work is being carried out.
  10. See that county workers check their plan of work at intervals to note progress and make revisions.



PROGRAM DEVELOPMENT AS IT RELATES TO:  
HEALTH, FOODS, NUTRITION, AND RURAL HOUSING

The paramount problems among our people are poor health, improper food habits, and inadequate housing conditions. In developing an effective program, the supervisor must stress the importance of these problems and urge that — within limits — they be solved.

Objectives:

- I. To have every family in the South secure sufficient food of the types necessary for adequate nutrition to promote better health.
  - A. Increase income
    1. Diversified farming
    2. Part-time off-farm employment
  - B. Produce more home food stuff
    1. Year-round gardens
    2. Small orchards
    3. Sufficient home meat supply
    4. Sufficient milk supply
      - a. Improved dairy herd
      - b. Improved pastures.
- II. To teach the urban and rural families all practical methods of food preservation.
  - A. Employ various techniques
    1. Canning
    2. Drying
    3. Brining
    4. Adequate storage units
  - B. Employ trained personnel
    1. State specialists in food preservation
    2. Expert local talent
- III. Support school lunch program.
  - A. Give aid to teachers in a program of work activities and projects which would result in better fed students.
- IV. Cooperation of all federal and local agencies to produce more adequate food supplies, thereby insuring better nutrition and health.

- A. Coordination of activities in state, county, and community, avoiding duplication of work.
- V. To promote improved sanitation so that, rural families may enjoy better health.
  - A. Encourage use of effective disinfectants
  - B. Suggest sanitary privies
  - C. Stress improved water supply
  - D. Encourage over-all home cleanliness
- VI. The use of health clinics and public health services and all of the health agencies to protect the health of the farm people.
- VII. Encourage the use of professional medical service.
- VIII. Help plan the home to fit the family needs, activities and climate.
- IX. Educate the rural people in furnishing, decorating, landscaping, and farmstead planning.
- X. Promote better housing.
- XI. Encourage farmers to make all necessary repairs and modern additions on farm homes to protect health of family.
  - 1. Screening
  - 2. Repair steps, porches, window frames, etc.
  - 3. Better uses of rural electrifications
    - a. Lights
    - b. Labor-saving devices.

#### Basic Principles

- 1. Provide adequate diets and healthful living conditions for all farm people.
- 2. Promote better health
- 3. Develop full participation of farm people at every level in developing, adjusting, and executing programs, in health, foods, nutrition, and rural housing.
- 4. Self-supporting.
- 5. Provide attractive, convenient, and comfortable homes, adequate service building and related equipment for pleasant and efficient family living and farm operations.

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\* These bulletins may be obtained from the U.S. Department of Agriculture,  
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## Workshop Problem II

### THE FUNCTION OF SUPERVISORS IN OBTAINING, DEVELOPING, AND UTILIZING LEADERS IN THE EXTENSION PROGRAM.

#### INTRODUCTION

The problem of this committee was to determine what, in its opinion, is the supervisors function in obtaining, developing and utilizing leaders on the state, county, and community levels.

With the large number of people in the counties where extension agents are located it is impossible for the agent to reach all of the rural people directly. The members of the committee feels that the best way of reaching all rural people is through leaders who assist with the planning, organizing and directing a long-time extension program. The leader helps to broaden and extend the services of the extension agent. The great test of success for the leader is the accomplishments. Leadership is a matter of having individuals find in associated effort under wise direction that their personal effort is multiplied, personal desires integrated, and personal sensibility is heightened.

Where there is full participation and cooperation of the people, the organization is more effective. To be of the greatest service, leaders selected in this organization must have specific training in the job they are to do, so that they will be able to do the job in the most effective manner.

#### 1. Obtaining Leaders:

- A. We believe that people who have been selected to positions of leadership should possess the following:
  - (1) A clear knowledge of the job to be done.
  - (2) Willingness to do the job.
  - (3) Sufficient influence with the group he is to lead.
- B. The function of the supervisor in obtaining leaders is reflected through his leadership work with his agents.
- C. Points out the number of farm families
  - (1) Land owners
  - (2) Tenants
  - (3) Croppers
- D. Points out crop, and live stock situation.
  - (1) Present Production
  - (2) Needed production.

E. Points out need for better rural family living.

F. Shows the agent the need of leader in doing this job.

- (1) Possibility of multiplying self by the number of leaders he has.
  - a. Community leader
  - b. Neighborhood leader
  - c. 4-H Club leader
  - d. Older youth leader
  - e. Project leader

G. Make personal calls with agent on prospective leaders.

- (1) Show the prospective leader the needs of his community.
- (2) Impress him with the idea that he is needed for the position.
  - a. The neighborhood needs him.
  - b. The extension service needs him.

## II. Development of Leaders:

A. A function of the supervisor is to train county agents to train and develop local leaders.

- (1) Leadership training should be in the supervisors plan of work.
- (2) Work should be planned for directly developing agent leaders on all levels of extension work.
- (3) Work should be planned for indirectly developing local leaders, through county agent development. Leaders should be trained and developed for:

- a. State Council leaders
- b. District Council leaders
- c. County Council leaders
- d. Neighborhood leaders
- e. Local Community club leaders
- f. Project Committee leaders
- g. Result demonstrators.

- (4) The development of leaders should come through practice in subject matter and leadership by means of:

- a. In-service training
- b. State-wide meetings
- c. District meetings
- d. Personal visits to agents and conference with them
- e. Specialist assistance given at meetings and conferences.

- (5) Supervisors should take selected leaders where they are, and proceed to develop them into what is wanted.

(6) Supervisors must understand that a new type of leader is desired in all areas of human endeavors and relationships.

a. Not leaders who obtain results by means of demand and authority, but leaders who obtain results by means of the arts of human interest, kindness, understanding, recognition of fellowship and his own personality.

(7) The supervisor should attend some meetings in each county during the year, for the purpose of making an over-all observation.

B. While remaining in the background as much as possible, the supervisor should seek, recognize as goals, five leadership objectives, namely:

- (1) A knowledge of the general characteristics of human nature.
- (2) Self knowledge of one's own unique combination of qualities with their varying degrees of strength and weakness.
- (3) A working grasp of right attitudes to possess in dealing with people
- (4) The ability to apply all of this knowledge to the mobilization of energy and enthusiasm for the special objectives of the organization, and
- (5) Deliberate efforts at broadening of the total personality in a cultural direction.

C. The supervisor works directly with training and developing agents and may use such means as:

- (1) Helping him to get some pre-service training.
- (2) In-service training
- (3) Advanced study
- (4) Personal visits
- (5) Conferences
- (6) Letters of suggestion
- (7) Encourage him to read information sent out by the state and federal extension services, experiment stations and from other sources.
- (8) By sending agent to observe work of outstanding agents in counties.

D. The supervisor can assist the agent with training officers and project leaders for the various organizations.

(1) County organizations will be effective only to the extent that the agent can train and influence the leader and club members to:

- a. To want to improve their way of living
- b. To change to new ideals and habits.



- (2) County Agent should encourage leaders to go to the limit in making desirable changes.
- E. Local leaders can be depended upon to carry out the extension program in their respective counties to the extent that they have been trained, developed and have become willing to make changes in their communities that will be helpful to all.
- F. The supervisor and county agent should give all the time and effort possible in training and developing leaders.
- (1) The trainers should realize that some leaders make changes more slowly than others, but changes will come, if there is given sufficient time, effort and sympathy to convince the selected person that he is needed to fill the leaders place for the purpose of bringing about certain desired changes.
  - (2) Often more people are encouraged to become leaders by means of the agents helping them to set up objectives and work out definite programs helpful to the people. Objectives might include:
    - a. Educational opportunities
    - b. Economic advantages
    - c. Health measures
    - d. Social and Recreational facilities, and
    - e. Encourage the largest possible number of people to accept definite responsibilities.
- G. The supervisor can interest young people to become active leaders and make the greatest possible use of their services by:
- (1) Planning a program according to their special interests and inclinations.
  - (2) Seeing that the program is carried out in a satisfactory manner, to the greatest number possible.
  - (3) Giving them responsible places to fill in the execution of the program:
    - a. As advisors for younger 4-H groups.
    - b. Assigning special duties in adult clubs
    - c. Having them to serve as leaders in older youth groups.
  - (4) Giving them the responsibility of promoting and conducting the community recreation.
- H. The supervisor can be of the greatest assistance in training local leaders by:
- (1) Helping the county agent to determine the type and kind of training needed
  - (2) Assist with planning the training.

- (3) Securing assistance from specialists and others.
- (4) Assisting with conducting the training programs.
- (5) Assisting with plans and programs to retain the services of adult and 4-H leaders through a longer period of time.

### III. Utilizing Leaders:

A. After leaders have been obtained and trained they must be given an opportunity to serve.

- (1) Supervisor should acquaint agent with the job that is to be done. Point out to the agent the advantages of using leaders in reaching more people by assisting agent with program planning for:

- a. Community
- b. Neighborhood
- c. 4-H Club
- d. Older Youth
- e. County Council
- f. State Council

#### B. Program Execution Through Community Activities:

- (1) Community meetings
- (2) Neighborhood meetings
- (3) 4-H Club meetings
- (4) Older Youth meetings
- (5) Tours
- (6) Camps
- (7) Community and county wide projects.

#### C. Assist with demonstrations (method and result demonstrations)

- (1) Production, such as crops and livestock
- (2) Conservation, such as clothing, food and natural resources.

#### D. Making Known Results:

- (1) Distributing report cards and books.
- (2) Receiving reports
- (3) Shows and exhibits
- (4) Making reports at meetings
- (5) Achievement Days

E. Realizing the importance of the part the supervisor plays in obtaining, developing, and utilizing leaders, the committee calls attention to the following high points:

- (1) Through the fullest possible use of the leaders that have been trained, we will reach more people effectively.

- a. Their living conditions will be improved.
- b. Their children will be better educated and
- c. Their standard of living will be raised.

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### Workshop Problem III

## SELECTION AND PLACEMENT OF PERSONNEL AND GUIDANCE IN MEETING CHANGING CONDITIONS

### INTRODUCTION

The selection, placement training, and guidance of personnel toward known objectives and in meeting changing conditions are functions of supervisory workers. Among these objectives is the acceleration of desired changes in the farming and home-making methods of rural people whom extension workers serve to the end that they may enjoy increased farm incomes and a higher standard of living. The committee assigned to this subject recognizes the fact that the functions of supervisors in dealing with this area of the total functions are partly administrative. Higher officials share in the total responsibility of selecting capable workers for doing the best job and in placing and guiding these agents.

The committee's report deals with three major aspects of the subject: (1) personnel selection, (2) personnel placement, and (3) personnel guidance. It follows the suggested procedure in reporting and covers the subject in such a way as to answer as many of the questions as possible suggested by the workshop program committee.

### PERSONNEL SELECTION

The selection of good personnel is of great importance. It is necessary to secure workers with characteristics that make for the most effective carrying-out of the extension program. As a guide for determining eligibility, we recommend that prospective agents should show evidence of being resourceful, intelligent, friendly, cooperative, courageous, tolerant, courteous, enthusiastic, honest, dependable, loyal, sincere, sociable and have initiative, good judgment, and the ability to adapt oneself readily. The applicant should also be healthy and conscious of dressing appropriately.

In addition to the above qualities, the person selected should be able to analyze problems and make good plans as well as to organize and execute these plans. He should have genuine interest in and an understanding of farm people and their problems and the ability to get along with people.

### Professional Training and Experience

The minimum requirement of academic training for home demonstration agents should be a B. S. degree in home economics from a college having an accredited Home Economics Department; for farm demonstration agents, a B. S. degree in agriculture from a college having an accredited Agricultural Department.



The applicant should be farm-reared or should have had farm experience. Experience as a teacher in public schools is desirable but should not be a requirement.

The extra-curricular activities of the applicant either in or out of school should include active participation in such organizations as: (1) church and Sunday School, (2) 4-H and NFA organizations, (3) YWCA and YMCA. (4) fraternities and (5) Interracial organizations.

#### Application Requirement

All application forms required by the specific state should be filed by the applicant. Attached to these forms might be a transcript of scholastic credit; a photostatic copy of his birth certificate; <sup>and</sup> the names of from two to six persons including his previous employers to be used as references.

#### Techniques for Attracting Good Prospective Workers.

The most capable prospective workers often can not be employed because of insufficient salary. The theory that "persons should be sought who love extension work to the extent that it is not a matter of pay" is not a sound one. No one can do his best work when he or his family is not comfortable and reasonably secure. Added to this is the fact that love for extension work comes after an individual has become "a part of the group." He has to be in process of an unfinished job of social development, must have developed a sense of obligation and a disinclination to quit the job when those who believe in him most do not want him to go.

Not only must supervisors urge their directors to pay salaries comparable to other agencies, but they should also urge an in-service system of salary graduation such as will enable the worker to strive for higher brackets of pay, which would interest good prospects.

Also, the supervisor should make contacts with such persons to interest them in the opportunity to serve rural people. They should point out opportunities arising from cooperative endeavors which are as certain to come to the South as machine production. Supervisors should point out to such persons the opportunity for self-expression, for exercising leadership ability and for teaching in real situations. They may find ways to get more outstanding 4-H Club boys and girls in college for training in agriculture and home economics by making scholarships possible and by securing work opportunities.

#### Interviews

Interviews should be based on information from standard forms used for obtaining personal data. It should be person-to-person in order that the exchange of thought will enable the supervisor to determine:

- (1) Attitude toward extension work and workers.
- (2) Attitude toward rural people and their problems.
- (3) Personality and ability to express himself.

### PERSONNEL PLACEMENT

A more effective extension program will be realized through the full development and utilization of agents' abilities and placing agents in counties for which they are best prepared through their specialized training, ability and characteristics.

In placing a new agent in a county, the supervisor should introduce the agent to the white county agent and other agricultural and public officials with whom he is to work. Also, the supervisor should introduce the new agent to some of the farm people in the county, especially the neighborhood and community leaders. One good method is to introduce the new agent at a farm meeting, church gathering, and through individual home visits.

Beyond this it is highly desirable that the supervisor have several interviews with the new agent -- one shortly after he or she has been installed, one a month or two later, and another within a reasonable period. Questions and difficulties that have arisen can be cleared up during these interviews and necessary adjustments made.

Require resignations when agents do not have the ability to do the work or will not do it because of indifference or outside interests. Encourage agents better fitted for other fields to accept positions in those fields.

#### Transfer Agents When Conditions Warrant It.

An agent should be transferred when his ability and fitness will be made more productive. If a transfer will render a distinct service to a county that needs an agent with special ability and fitness, it should be made without financial loss to the agent.

#### Recognition.

It is suggested that the following methods could be used to give recognition to agents doing superior work without creating dissatisfaction on the part of others:

- (1) Increase the compensation within the maximum salary limits.
- (2) Call on such workers to contribute to improvement of the extension program by leading discussions which can be used to teach others techniques and methods of accomplishing desired objectives.
- (3) Supervisor may write a letter of commendation and ask the director also to write such a letter.
- (4) Promote agent in terms of his ability, initiative, industry and welfare of the people rather than in terms of likes or dislikes of supervisors.

#### GUIDANCE IN MEETING CHANGED CONDITIONS AND IN MAKING EXTENSION WORK MORE EFFECTIVE

Since we are living in a changing world and changes are made in extension work, supervisors should use every appropriate technique in training

agents to meet these changing conditions in order to make their work more effective in their respective counties.

The supervisor's duty is to see that all agents have their counties well organized and that all organizations are functioning smoothly.

The supervisor should also guide and assist the agents in securing the cooperation of all agencies in the county working for the betterment of rural people.

The supervisor should guide and assist the agents in the most effective method of program building. Agents have a constant job in guiding farm people in program building and in assisting them in finding their needs.

Supervisors should assist and guide agents in the right procedures in setting up the county program.

These procedures should be carefully discussed with the people and the necessary changes made.

The supervisor should visit his agents as often as possible and assist them with all problems. He should assist in analyzing the problems of the rural people of the county and study processes by which the people and agent, when cooperating, can arrive at a solution.

The supervisor should assist and guide the agent in conducting leader-training meetings.

Efficient work by agents is one of the major aims of extension supervisors and administrators. Non-productive agents like mischievous children require individual attention. Supervisors can increase the output of all workers and especially non-productive workers by organizing the work in such a way that agents can evaluate their own work in terms of major objectives.

We suggest the following procedure:

- (1) Set up a program of work that is common to all counties in the state.
- (2) Assist agents in each county in setting up a program of work that is specific to the objectives in the county.
- (3) Check monthly reports to see if the distribution of the agents' time is in line with the objectives set up in the plan of work.
- (4) Require agents to make quarterly reports and evaluate the work in terms of seasonal jobs to be done by quarterly periods.

If good work is being done, commendation is in order. If poor work is being done, this evaluation can be used to point out the lack of accomplishment and the agent can be guided into productive work without affront. Too often a year's work has passed before evaluation reveals that no constructive work has been done; If inefficient workers can not be brought into productive



work in this way, they are not likely to be made productive. Such a method provides a measuring stick for the work of supervisors as well as agents. If this procedure is followed, many of the supervisory problems in raising the productive level of workers will be overcome.

All agents should have guidance in making reports and keeping the public informed of the work that is being carried on in the county. The supervisor will find that it is necessary to guide agents in program execution, directing, appraising and coordinating the field of operation of the extension program on a district level.

In his guidance program, the supervisor should urge his agents to be prompt, exercise initiative and good judgment, be enthusiastic, strive to envision their total program, use imagination, assume a willingness to work with the people they serve, and to be amenable to supervision.

He will need to learn to give as well as take, to overcome sensitiveness and develop a growing consciousness that extension work is primarily a job of teaching, the outcome from which is greatest when those who are taught help themselves.

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## Workshop Problem IV

### TRAINING - PRE-COLLEGE, PRE-SERVICE, INDUCTION, IN-SERVICE, ON-THE-JOB, AND GRADUATE STUDY

#### INTRODUCTION

Education has been defined as that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.

The placing of trained workers in counties to assist rural people with their farm and home problems, in an effort to improve their methods of living, is the most important feature of extension education in agriculture and home economics. Outstanding for the practical knowledge of subject matter, extension is the school with educational facilities for developing workable programs to reach all levels of individuals, irrespective of training or economic status.

With advancing farm technology, comes an added responsibility for extension workers, because of the accelerated changes in farm and home practices and the added subject matters material methodology. It is, therefore, necessary to keep the agents informed. And an adequate training program for both pre-service and in-service workers is one of the best ways of meeting the situation.

The committee has attempted in this report to describe the district agent's function relative to personnel training and individual-giving guidance. And herein is presented a suggested training program, including courses and procedures.

The committee decided that pre-college, in-college, and induction training are pre-service, and on-the-job and graduate work are in-service training, therefore, the subject is changed to read: Training -- Pre-Service and In-Service. The terms are defined as follows:

Training -- Any method of course of study designed to teach or point out the scientific and practical way to do a job.

Pre-Service -- Is training received in a definite field which one receives prior to employment.

In-Service -- That training designed to increase the efficiency of the worker while employed in the extension service.

#### I. Situation

##### A. Qualifications of extension personnel.

1. Practical experience in agriculture and home economics.

2. Bachelor degrees in agriculture and home economics from recognized colleges.
3. Preparatory training with outstanding trainer prior to entering the county.
4. Experience gained from other extension workers.
5. Practical and scientific information gained from specialists and the experiment stations.

#### B. Needs

1. Closer connection with the land-grant college for broader training of students in agriculture and home economics.
2. More 4-H club members and other promising young people should be encouraged to continue through high school and college and become workers in the field of home economics and agriculture.
3. Courses other than technical subjects in agriculture and home economics given prospective extension workers in the land-grant colleges, should be broad enough to qualify graduates for other related fields.
4. Professional improvement of supervisors, both technical and general.
5. Better facilities in colleges for training in agriculture and home economics.
6. Additional training of home economics and agricultural students in public speaking, economics, sociology, organization and psychology.
7. Better work of extension agents so as to attract boys and girls to extension work as a profession.

### TRAINING

#### II. Pre-Service

- A. Close relationship between college faculty and the extension staff:
  1. To develop the proper attitude toward extension service.
  2. To provide for the participation of the extension staff in college curriculum planning.
  3. To add a member of the extension service staff to the faculty of the college to teach extension methods and other subjects in agriculture and home economics.

4. To facilitate the participation of college faculty members in extension programs.
5. To encourage colleges training students in agriculture and home economics to use the type of out-dated equipment found in some remote areas as well as modern equipment.
6. To provide prospective workers the opportunity to observe and assist in extension activities at the college and at strategic points in the state.

B. Close relationship between rural boys and girls taking agriculture and home economics and the extension agent.

1. To enable the extension agents to follow the college activities of promising students from their counties.
2. To seek ways by which to popularize extension work in the college.
3. To serve as counselor to college students in courses of study other than those of agriculture and home economics as:
  - (a) English -- to better convey ideas, writing and speaking.
  - (b) Psychology -- to understand factors that influence a change in human behavior.
  - (c) Sociology -- to give help in diagnosis of habits, attitudes and customs of people with whom they work.
  - (d) Economics -- to give help on how the wealth of the community can be used.
  - (e) Political Science -- to study organized community life.

C. Orientation period -- that period in college when the student is guided toward career after completion of the college work.



Courses included for Extension Workers

Second Semester:

Junior Year

1. What is Extension
2. Philosophy of Extension Organization
3. Methods of Procedures

Junior Year  
Vacation

1. Summer experience as assistant agent in a county; getting acquainted with extension work.

Senior Year

(Advanced Orientation Course)

1. Preparing projects.
2. Definite principles
3. Reading list of necessary books on extension work
4. Study of Extension Hand-Book.

D. Induction training - fitting employees into their new jobs.

1. Study extension objectives, policies, organization and opportunities.
2. Get training in field and office work that can be used in the county in which agent will work.
3. Study duties and responsibilities of county extension workers.
4. Acquaint herself or himself with bulletins on subject matter.
5. Give actual demonstrations and participate in other activities of an extension nature.
6. Understand clear concept of place for local leaders.
7. Develop constructive attitude toward people.

E. Supervisors place in pre-service training.

1. Train the trainer agent.
2. Review with trainer the program of the trainee.
3. Evaluate the results.
4. Observe reactions of county leader to trainee.
5. Observe reaction of the trainee to the extension program.

III. In-Service training.

The principal job of the supervisor is to train agents to teach others; therefore, he is responsible for the in-service training given agents, and he should allow for the maximum training possible under the circumstances.

A. Study of personnel should be made to determine the individual training needs.

1. Supervisors should plan training courses in keeping with individual needs and capabilities.
2. Supervisor should assist with getting started with program in the county and what has gone on before.
3. A program that will keep him up to date on the latest approved methods of teaching should be adopted.
4. Keeping up with national and international affairs as they relate to farm people should be done.
5. Supervisors should arrange training courses so that county workers may continue to grow and keep ahead of their responsibility.
6. Supervisors should arrange short periods of study with subject matter specialists in charge. The short period should be arranged seasonally, when technical information is most needed.
7. Training and developing a long time program and an annual plan of work should involve coordination between all federal and state agencies working with farm people.
8. Agents in service should be trained to analyze and evaluate the county extension program.
9. Supervisor should acquaint agent with leaders in the county.
10. Supervisor should help agent establish relationship with leaders in the county.

11. The supervisor should assist agent in selecting and training leaders.
12. Supervisor should help agent discover the problems of farm people and means of solving them.
13. Supervisor should help agent to understand the things which influence the attitude and the thinking of rural people.
14. The supervisor should train agents in the worthy use of time, office management, and organization.
15. Supervisor should train agent in making reports and in writing extension news articles.
16. Supervisor should encourage agent to return to college after one year to exchange experiences with other workers.

#### IV. Procedure for in-service training.

1. Group and district meetings for extension agents.
2. Through correspondence (personal and circular letters) reports and studies.
3. Office conferences with all county extension workers and supervisors.
4. Reading professional books which fits the agents needs.
5. Studies at experiment stations to inform agents on current information.
6. Annual agents conference, summer extension school, workshop and graduate study.
7. Visits to counties and states, where outstanding work is being done.
8. Periodical meetings of extension workers and other federal agencies in the county to promote better relationship.

Means of Training In-Service Agents	Time Allotted			
	Monthly	Quarter-ly	Semi-Annual	Annual
District Conferences		X		
Field Observation	X			
Use of Bulletins, publications, books		X		
State-Wide Conferences				X
Workshop				X
Personal Conferences	X			
Judging Fair Exhibits				X
Panel Discussions			X	
News Articles	X			
Radio Script				X

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#### RECOMMENDATIONS

This committee recommends that this report be studied by all concerned and as much as possible be adapted to local situations and carried through to the end that better trained workers may be developed to improve the extension program of the Southern States.

The committee further recommends that agents and supervisors be granted leave for study for professional improvement in the Extension Work.



This committee recommends that the workshop system be adopted for further training in our state, and that a special study be made from time to time by the supervising agent to decide the strong and weak points of agents and to give them assistance where and when it is needed.

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## Workshop Problem V

### THE FUNCTION OF THE SUPERVISOR IN CARRYING OUT THE PROGRAM

#### INTRODUCTION

The success of Extension teaching depends much on its supervision. This type of direction is primarily concerned with personnel, teaching devices and techniques and the resulting responses which lead to improved living standards and practices of rural people.

The whole process may be accelerated or retarded by the quality of supervision applied. It therefore, appears that the supervision is a sort of two-way transmission between the administrative power unit and the point where the work is done.

In attempting to analyze the duties and responsibilities of the supervisor in carrying out the program, we found several things that needed clarifying. First: the examination of supervisory functions during the execution of the program revealed definite threads of personnel training and evaluation securely tied into this phase of the supervisor's work. Second: this committee has interpreted "the program" to mean an average county or parish program and has further assumed that such vitally important factors as properly trained personnel, correctly developed program, and the agents plan-of-work, have already been considered and explored by the supervisor. Also, there are certain other basic essentials to maximum supervisory assistance which should be considered:

1. Effective office system
2. Adequacy and stability of agents' income.
3. Supervisory possession of essential facts related to the county program, the plan-of-work and the worker.
4. Supervisory equipment, involving Extension regulations, policies, techniques, and approaches.

It appears that with the foregoing essentials assured, supervisors can render maximum service to the progress of a county program through the services and activities outlined.

#### I. Appraising and analyzing the county extension program.

The county worker cannot always be expected to measure up to a standard in efficiency unless the supervisor assists him from time to time in determining the extent of progress. A device which evaluates the extension program's progress is a more effective supervision "tool" than a rating sheet based on the personal traits and characteristics of the agent.

One of the main objectives is to make an appraisal of the extension program which may be used as a guide in determining the competence of the extension worker and the value of the program to the public. In

order to reach the above objectives, the following devices have been set up which will give a measure of the value of the program. These devices are intended to measure progress within a county rather than to measure work between two or more counties. It is only a suggested pattern and may be adjusted by supervisors to fit situations and conditions within an given area.

To appraise and analyze the county program of work, the supervisor should determine:

A. To what extent the county worker has a clear conception of approved Extension:

1. Policies
2. Regulations
3. Prodedures
4. Objectives.

B. Agents accomplishment in:-

1. Analyzing plan of work
2. Securing adequate service of specialists

C. Whether or not agent secured necessary data relative to county:-

1. History of rural life
2. Physical resources
3. Economic resources
4. Racial distribution
5. Religious, industrial and social tendencies.

D. Extent to which program is based on needs and wants of the people.

E. Degree of coordination with:

1. Related agricultural agencies
2. County public agencies
3. Advisory groups
4. Local leaders and cooperators
5. Specialists
6. Research stations.

F. Extent of office organization:

1. Mailing lists properly revised
2. Availability of efficient secretarial service
3. Distribution of time between office and field work.
4. Records and correspondence filed properly.
5. Adequate transportation facilities.

G. Self-Development of agents in:

1. Study and analytical habits
2. Public speaking

3. Leadership
4. Personality
5. Maintaining friendly relationships at all levels.
6. Confidence in himself and his public.

H. Presence of teaching devices:

1. Result demonstrations
2. Materials and information for method demonstrations
3. Projector or movie machine
4. Charts
5. Bulletins, etc.

I. Presence of proper relationship between county program and long-time program of the state.

J. Evidence of utilization of publicity:-

1. Local papers
2. Radio
3. Circular and news letters
4. Farm magazines, etc.

II. Providing Assistance

A. Subject-matter-specialist

1. Project organizations
2. Result demonstrations and tours
3. Meetings and method demonstrations
4. Radio scripts and special talks
5. Newspaper articles and releases
6. Exhibits and Fairs.

B. Other sources

1. Awards
2. Prizes
3. Equipment
4. Demonstration material
5. Scholarships

III. Assisting in maintaining effective working relationships with:

A. Extension workers in county.

B. Other USDA workers

1. Soil conservations
2. Farm and home supervisors
3. Production and Marketing Administration
4. Production Credit Association
5. Farmers Home Administration, etc.



C. Other county officers and workers

1. County commissioners
2. County school superintendents
3. Jeanes supervisors
4. Vocational agriculture and home economics teachers
5. County health officer and nurses
6. County school teachers
7. City school officials

D. Private and civic agencies

1. Chambers of Commerce, etc.
2. Church and religious organizations
3. Fraternal burial and insurance organizations
4. Key individuals (farm and non-farm)

IV. Assisting in developing and maintaining the agents' morale through:

A. Inspiring faith in the supervisor

1. Being fair and honest with workers
2. Dividing time equitably between workers according to needs and problems.
3. Employing judicial standards of praise or censure which are just and kind.

B. Giving recognition and reward for work well done by:

1. Using agents to train prospective agent and agents' already in the service
2. Arranging for agents to observe work of co-workers.
3. Sending agents to represent extension groups at important meetings.
4. Publicising some of agents outstanding accomplishments.

C. Seeking to establish self-confidence

1. Recognizing agents strong points while remedying weak ones.
2. Giving ample opportunity to do the things they do well.
3. Building them up to their county people.
4. Building up essential skills.

D. Attempting to keep agents interested and satisfied, which involves:

1. Leadership
2. Patience
3. Tolerance

E. Stimulating extra efforts through:

1. Craft pride
2. Emphasis on deep-seated accomplishments

F. Encouraging maintenance of good health

1. Wholesome health habits
2. Regulated working conditions
3. Avoidance of unnecessary worry and fatigue

V/ Helping agents in acquiring and improving skills and obtaining helpful information.

The supervisor will use these methods to assist agents in becoming more efficient through the use of skills, as the program progresses.

A. Conferences

1. District
2. County
3. Individual

B. Visits (well planned not inspectional and routine)

1. Observation of agents work and methods
2. Observation of field work

C. Training meetings

1. Subject-matter
2. Extension methods and techniques

D. Workshops

1. State
2. District

E. Groups of agents working on demonstration and illustrative material.

F. Aid agents in office management

G. Visual aids

1. Pictures of county accomplishments
2. Moving pictures
3. Posters, etc.

VI. Evaluation of results.

A. The supervisor should have a definite plan relative to the use that will be made of his findings in evaluating results.

1. Measure of overall progress efficiency.
- 2/ Determine what activities and practices are most effective to county.
3. Determine to what extent the program is benefitting the county.

4. Teach agents practical ways by which evaluation can be used as a guide in program execution,
- B. Observe and explain tangible improvements in the county.
1. Increased number of people being assisted.
  2. Employment of improved farm and home practices.
  3. Improved quality in crops and livestock
  4. Extent of use of improved practices in the homes.
- C. Observe and compile intangible improvements in the county.
1. Improved changes in attitudes toward educational institutions and agencies.
  2. Development of leadership ability in the county
  3. Development of a desire to attain a higher standard of living.
  4. Attitudes of county officials toward program.
  5. Desire of public agencies to work cooperatively with the extension service.
- D. Methods of procedure in evaluating results.
1. Visit sample farms and communities
  2. Samples must represent all groups with respect to economic and social levels.
    - (a) Observe changes made in the community.
    - (b) Permit cooperators to do the talking as much as possible during farm visits
    - (c) Secure statistics from other agencies pertaining to the social or economic status of the public.
    - (d) Make wide use of records over period of years which show increase or decline of county status.
    - (e) Study annual and monthly reports and make comparisons in program growth.
    - (f) Note improvement in comments by non-farm public.
    - (g) Note improvement in office calls and attendance at meetings.
    - (h) Observe growth in appropriations for the program in the county.
    - (i) Check program of work with activities being carried out in the county.

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### Workshop Problem VI

- EVALUATION: (a) The Evaluation of the Supervisor and His Job  
(b) Evaluation of the Extension Agents' Work in Counties

### INTRODUCTION

The Extension Service in its broad activities, increase in personnel, and increase in line organization finds its workers facing the scientific and mechanical age with all of its changes in a growing, progressive world. This requires much study on the part of persons who must oversee, direct and keep an effective and useful organization in tact to serve rural people by promoting better living. The supervisor must study his job and the job of the agents who work under his supervision. For a number of years methods of rating or evaluation were used that carried too much of a personal element. We believe that a uniform system of evaluation -- if it is to be a tool to improve quality and quantity of the work, check on progress, influence public relations, and make for more security among agents -- must be an objective one.

#### I. Definition of Evaluation

- A. "It is the process of judging the effectiveness of educational experience. It includes gathering and summarizing evidence on the extent to which educational values are being attained". 1/

Paraphrasing the definition, evaluation is the process of judging the effectiveness of extension activities or methods. It includes gathering, summarizing and interpreting evidences on the extent to which extension goals are being attained. It seems to answer the questions: "What Progress am I making?" and "What Success is our Extension Program Having?"

#### II. Uses of Evaluation

1. Determine where improvement is needed
  - a. Program planning for agent
  - b. Subject matter
  - c. Leadership training
  - d. Organizations
  - e. Help to determine effective methods and procedures where improvement is to be made.
2. Promote better public relations.
  - a. Render an accounting for funds received
  - b. Better understanding creates support of program.

3. Promote feeling of security

- a. Helps workers to understand where he stands in relation to execution of his program.

III. Criteria of Good Evaluation.

- 1. Clear definition of objectives
- 2. Valid techniques or reliable methods.
- 3. What is to be accomplished
- 4. Objectivity
- 5. Sampling methods must be reliable
- 6. It must show evidence of change
- 7. It must be practical.

IV. Objectives of Evaluation

- 1. Improving personnel in extension methods and subject matter information.
- 2. To help an agent better understand and to develop competency in his job.
- 3. Changing practices
- 4. Develop effective working relationships
- 5. Improving and enriching the living conditions of rural people.

V. Evidences of attainment of objectives and analysis.

The following technique might be used as evidence of attainment of specific objectives as listed below:

- 1. The number and quality of activities employed by a supervisor to improve the work of the agent.

Number and quality of:--

- a. Method demonstrations
- b. Circular letters
- c. Leaders actively assisting in program
- d. Tours
- e. News articles
- f. Result demonstrations
- g. Farm and home visits

2. Supervision - number and quality of:

- a. Office conferences
- b. Training conferences
- c. Observation of agents' work and methods in order to improve weak points.
- d. Number of agents assisted in collecting and using adequate teaching material

- e. Number of agents assisted in program planning
- f. Number of agents assisted in program execution
- g. Number of agents assisted in office organization and management.

3. Improving and enriching the living conditions of rural people.

- a. The number and quality of: Needed conveniences in the home.
- b. Homes adequate for family needs
- c. Farm homes assisted in production and conserving adequate food supply
- d. Farm homes with sanitary sewerage disposal, sanitary water supply and homes adequately screened.
- e. Farm families adopting recommended soil management and land use practices.
- f. Farm families following recommended farm management practices.
- g. Farm women actively participating in home demonstration clubs.
- h. Number of boys and girls of 4-H club age actively participating in 4-H club work.

4. Indirect evidences of accomplishment of objectives of extension.

- a. Local appropriations for extension
- b. Editorials favorable to the extension organization and progress
- c. Number attending extension meetings.
- d. Number of office callers seeking extension assistance
- e. Enrollment in organization for furthering the extension program.
- f. Comments on Extension program by non-farm people in the county.
- g. Financial support by business, civic and social groups and individuals.

VI. Technique for Measuring Improvement of Agents use of Extension Methods.

1. Improvement of Agents' use of tours.

Object: - Increased and more effective use of tours as a teaching aid.

Goal: - An average of one tour per year for each major interest group.

A. Timeliness

- 1. At a season when best results can be observed.
- 2. Convenient for largest possible number in interest group.

B. Routing of tours

- 1. Nearness to a passable road.
- 2. Distance between demonstrations or activities should allow ample time for complete study
- 3. A tour should show results of recommended practices.



C. Planned program of tours.

1. Itinerary for day
2. Description of each project to be visited.

D. Results accomplished

1. Number of recommended practices adapted for project or activity
2. Record of project results, oral or written.

E. Further goals and recommendations.

1. Number of persons who should adopt practices for next year.

2. Report and use of evidences of attainment of goals.

- A. The district agent should arrange a file of the programs for each tour conducted by the agent for the previous year and the program for tours conducted the succeeding year.
  - B. Each program of tours should be evaluated in the light of the goals set up characterizing an effective tour.
  - C. Following this the supervisory agent should visit the county to fill in such information as number of persons reached, etc.
3. The number and quality of office conferences employed by the supervisory agent as an effective teaching device with agents on report making.

Objectives: - Increased and more effective use of office conferences as a teaching aid in report making.

Goals: - An average of at least one office conference per year with the agent for each type of report submitted.

A. Timeliness

1. Office conferences with agent before report is due.
2. Report submitted by agent at time it is due
3. Orderliness with respect to report making, starting with weekly reports and going to yearly reports.

B. Number of extension methods used and results reported.

1. Number of voluntary local leaders reported and results accomplished.
2. The number of farm families influenced to make definite changes in practices and the number of methods reported.
3. The number of different farm visits in relation to total mileage reported.

C. Number of days spent as compared to the results accomplished by projects.

1. Days spent on corn and production reported
2. Days spent on poultry and production reported
3. Days spent on 4-H club work in relation to enrollment and the number of clubs reported.

#### Report and Use of Evidences of Attainment of Goals in Report Making.

The district agent should arrange a file to include all types of reports submitted by the agent for the previous year, preceding the office conference by the district agent which is designed to bring about improvement in report making. Each type of report for the succeeding year should be evaluated and compared. Through office conferences, any additional information to be used by way of comparison and evaluation in the teaching process should be obtained through visits to the county.

Agents' Level

Suggested Score Card for Measuring Improvement In The Use of Tours as an Effective Teaching Aid

<u>Timeliness</u>	Poor	Fair	Good	Very Good	Excellent
(1) At a season when best results can be observed.					
(2) Convenient for largest possible number in interest group					X
<u>Routing of Tours</u>					
(1) Nearness to a passable road		X			
(2) Distance between demonstrations or activities should allow ample time for complete study.					
(3) A tour should show results of recommended practices					
<u>Planned Program of Tours</u>					
(1) Itinerary for day					
(2) Description of each project to be visited		X			
<u>Results Accomplished</u>					
(1) Number of recommended practices adopted for project or activity				X	
(2) Record of project results, oral or written					
<u>Further Goals and Recommendations</u>					
(1) Number of persons who should adopt practices the next year				X	

NOTE In the use of this score card it is suggested that all programs of tours be collected and filed for the year prior to evaluation and for the year subsequent thereto. Score each program using X's after each of the Goals established in left hand corner under poor, fair, good, very good or excellent, according to degree of improvement evidenced. Total all X's based on number of tour programs submitted, then draw line to indicate trends in improvement. Determine further improvement needed with agent based on the prevalence of X's appearing under lowest indexes.



Supervisory Level

Suggested Score Card for Measuring Improvement of Report Making Through Office Conferences

<u>Timeliness</u>	Poor	Fair	Good	Very Good	Excellent
(1) Office conferences with agent before report is due.					
(2) Report submitted by agent at time it is due.				X	
(3) Orderliness with respect to report making, starting with weekly reports and going to yearly reports					
<u>Number of Extension Methods Used and Results Reported.</u>					
(1) Number of voluntary local leaders reported and results accomplished.					
(2) The number of farm families influenced to make definite changes in practices and the number of methods reported.	X				
(3) The number of different farm visits in relation to total mileage reported					
<u>Number of Days Spent as compared to the Results Accomplished by Projects.</u>					
(1) Days spent on corn and product-reported.					
(2) Days spent on poultry and production reported.		X			
(3) Days spent on 4-H Club Work in relation to enrollment and the number of clubs reported.					

NOTE In using this score card it is suggested that all reports for the year prior to the conference on report making and all reports of the year subsequent thereto be evaluated and filed. Score each program using X's after each of the three goals established in left hand corner under poor, fair, good, very good and excellent. According to the degree of improvement evidenced. Total all X's based on number of reports submitted for year. Then draw line to indicate trend in improvement needed, through supervisory activities with agents based on the prevalence of X's appearing under lowest indexes.



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